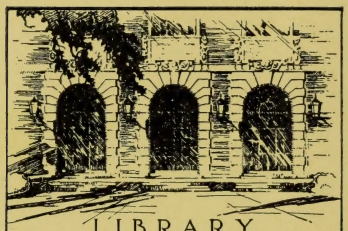

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VOL. IV. NO. 2 MAY. 1, 1910

Bulletin of

Oklahoma Christian University

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

JUN 28 1910

1909-10

Enid, Oklahoma

CATALOGUE NUMBER MAY 1, 1910

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First Day of February, May, August and November
By Oklahoma Christian University

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CATALOGUE AND ANNOUNCEMENTS

OF

Oklahoma Christian University

UNIVERSITY OF ILLINOIS

ENID, OKLAHOMA

PRESIDENT'S OFFICE

MAY 1, 1910

GIVING

BOARD OF TRUSTEES, FACULTY, AND FULL ANNOUNCEMENTS CONCERNING THE VARIOUS COLLEGES AND SCHOOLS OF THE UNIVERSITY

FOR THE SESSION OF 1910-11

CALENDAR

SEPTEMBER, 1910, TO JUNE, 1911

FIRST TERM

First Term Opens.....Tuesday, Sept. 13, 1910
Enrollment and Classification,
Tuesday and Wednesday, Sept. 13 and 14, 1910
Convocation Sermon.....Sunday, Sept. 18, 1910
Reception for Students.....Monday, Sept. 26, 1910
Faculty Recital.....Friday, Oct. 7, 1910
Thanksgiving Holiday.....Thursday, Nov. 24, 1910
Recital, College of Oratory.....Thursday, Nov. 24, 1910
Recital, College of Music.....Monday, Dec. 12, 1910
Term Examinations Tuesday and Wednesday,
Dec. 20 and 21, 1910
First Term Ends.....Wednesday, Dec. 21, 1910

SECOND TERM

Second Term Opens.....Tuesday, Jan. 3, 1911
Enrollment and Classification.....Tuesday, Jan. 3, 1911
Reception for Students.....Monday, Jan. 9, 1911
Celebration of Washington's Birthday and
Oratorical Contest, Wednesday, Feb. 22, 1911
Term Examinations.....Thursday and Friday, March 16, 17, 1911
Second Term Ends.....Friday, March 17, 1911

THIRD TERM

Third Term Opens.....Tuesday, March 21, 1911
Enrollment and Classification.....Tuesday, March 21, 1911
Students' Recital, College of Music.....Monday, April 3, 1911
Final Examinations, Friday, Saturday and
Tuesday, May 26, 27 and May 30, 1911
Baccalaureate Sermon.....Sunday, May 28, 1911
Annual Concert, College of Music.....Monday, May 29, 1911
Art Reception.....Tuesday Afternoon, 2-5, May 30, 1911
Annual Entertainment, School of Oratory,
Tuesday, May 30, 1911
Faculty Reception.....Wednesday, 2-5, May 31, 1911
Oratorical Contest.....Wednesday, May 31, 1911
Commencement Exercises.....Thursday, 10 a. m., June 1, 1911

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DICK T. MORGAN ..... Woodward, Oklahoma
O. L. SMITH ..... Emporia, Kansas
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RANDOLPH COOK ..... Enid, Oklahoma
O. D. HALSELL ..... Oklahoma City, Oklahoma
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O. N. ROTH — J. M. MONROE

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ELY V. ZOLLARS, A. M., LL. D., President
Professor of Apologetics and Christian Doctrine

[A. B., Bethany College, '75; A. M. [illegible], '77; LL. D. Hiram College; Student at Bethany, '71-'75; Prof. in Bethany College, '75-'77; President of Kentucky Classical and Business College, '77-'84; President Garrard Female College, '84-'85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-'02; President Texas Christian University, '02-'06; President Oklahoma Christian University, '06—]

OLIVER N. ROTH, A. B., Vice President
Professor of Sociology and Economics

[A. B., Transylvania University, '04; Classical Diploma College of the Bible, Lexington, Ky., '04; Student Transylvania University and College of the Bible, '98-'04; Minister Church of Christ, Kansas City, '04-'05; Ibid, Wichita, Kansas, '06-'09; Chancellor Oklahoma Christian University, '09—]

FRANK H. MARSHALL, A. M., Ph. D.
Professor of Biblical Greek and New Testament Literature

[B. S. Butler University, '88; A. B. Ibid., '90; A. M. Ibid., '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student Ibid., '89-'91; Graduate Student University of Chicago, 1909; Professor Biblical Languages and Literature, N. W. Christian College, '91-'96; Pastor Christian Church, Mankato, Minn., '95-'97; Missionary to Japan, '97-'99; Professor Biblical Languages and Literature, Texas Christian University, '99-'06; Professor Biblical Greek and New Testament Literature, Oklahoma Christian University, '07—]

OLIVER L. LYON, A. M., Ph. D.
Professor of English and Philosophy

[Ph. B., DePauw University, '94; A. M., Ibid., '95; Ph. D. Boston University, '96; Graduate Ill. State Normal, 1900; Professor of English and History in Steelville Normal School, Mo., '88-'91; Professor of Natural Sciences in Greencastle High School, Ind., 91-'95; Principal Steelville Normal School and Professor of English and History, '96-'97; Professor of Sociology and Economics, also Assistant in English, Illinois Wesleyan University, 1900-'05; Minister First Christian Church, Newman, Ill., '05-'07; Professor of English, Oklahoma Christian University, '07—]

ARTHUR F. REITER, A. B.
Professor of Mathematics and Astronomy

[Student Ohio Northern University, '00-'04; Tri State College, '91-'99; Hiram College, '04-'05; A. B., Ibid., '05; Student University of Chicago, '08; Teacher Public School, '91-'98; Principal Mt. Cory, O., High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '99-'00; Minister Bluffton, O., Church, 1900-'04; Minister Calhoun Street Church, Baltimore, Md., '05-'06; Professor of Mathematics and Astronomy, Oklahoma Christian University, '07—]

SAMUEL H. HORNE, A. B.

Professor of History

[A. B., National Normal University, Ohio, '92; A. B., University of Texas, '07; Student University of Texas, '94-'95, and for subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor in Summer Normals; Instructor in History, Texas Christian University, '05-'06; Professor of Spanish and Instructor in History, Ibid., '06-'07; Professor of History and Economics, Oklahoma Christian University, '07—]

GUY K. STANTON, A. M. *

Professor of Natural Sciences

[B. S., Hiram College, O., '06; A. M., Bethany College, '09; Student Hiram College, '02-'06; Graduate Student Bethany College, '08-'09; Professor Biological Sciences and History, Clarksburg College, Mo., '06-'08; Assistant Professor Natural Sciences, Bethany College, '08-'09; Instructor in Education and Botany, West Virginia Normal, Summer Session, '09; Professor Natural Sciences, Oklahoma Christian University, '09—]

JOSEPH E. SMITH, A. B., *

Professor-elect of Latin and Modern Languages

[A. B., Cotner University, '09; Student Cotner University, '03-'08; Student on Cecil Rhodes Scholarship, Oxford University, '08; Professor-elect, Oklahoma Christian University, '10—]

*Absent on leave, Oxford University, England.

CLAUDE C. TAYLOR, A. M.

Instructor in Semitic Languages and Old Testament Literature

[A. B., Oklahoma Christian University, '09; A. M., Ibid., '10; Student Normal School, '91-'92; Student Oklahoma Christian University, '07-'10; Instructor Public Schools of Missouri and Nebraska, '92-'95; Minister, '03-'07; Instructor, Semitic Languages and Old Testament Literature, Oklahoma Christian University, '09—]

ANDREW G. SMITH, A. B.,

Instructor in Greek and Latin.

[A. B., Oklahoma Christian University, '10; Student Lincoln Normal University, '97; Ibid, Cotner University, '00; Ibid, Oklahoma Christian University, '07-'10; Instructor, Nebraska Public Schools, '08-'09; Instructor, Oklahoma Christian University, '09—]

MAUDE WAITE MARSHALL, A. B.

Instructor in Preparatory School; Natural Sciences and History

[A. B., Texas Christian University, '01; Student Northwestern Christian College Minnesota, '93-'95; Student Texas Christian University, '99-01; Teacher Minnesota Public Schools 7 years; Instructor, N. W. C. College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07—]

CHARLES M. PRATER, B. S.

Professor in College of Business

[Graduate of Draughon Business College, Ft. Worth, Tex., '99; Graduate Tyler Commercial School, '00; Principal Shorthand Department, Ibid, '00-'04; Principal Chickasha Business College, '04-'08; Principal Business College, Oklahoma Christian University, '08—]

CLARENCE V. CRUMLEY

Professor in College of Business.

[Central State Normal, '02; Principal of Public School, '05-'07; Graduate Metropolitan Business, Dallas, Texas, '07; Principal of Business Department, Fort Worth, Texas, Business College and Monroe, Louisiana, Commercial College, '07-'08; Student Hill's Business College, Oklahoma City, '08; Director Commercial Department, Enid, Oklahoma, High School, '08-'10; Graduate Gregg School, Chicago, '09; Professor Oklahoma Christian University, '10—]

*_____

Instructor in Business College

REIN DYKSTERHUIS

Professor of Music; Violin and Piano

[Student Antwerp Royal Conservatory, under Prof. Marien, '90-'93; under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student Brussels Conservatory, '95; twelve years' experience as instructor; First Violin Symphony Orchestra, of Cincinnati, '99-'04; Member of Marien String Quartette, of Cincinnati, '00-'04; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06—]

ETHEL MAE HARRIS

Professor of Music; Piano, Theoretical Branches and Musical History

[Graduate Wesleyan College of Music, Bloomington, Ill.; Student Grand Prairie Seminary, Onarga, Ill.; Student Sherwood Music School, Chicago Ill., under the noted William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ill.; did private teaching in Mineral Point, Wisconsin, '00; Directress of Piano Department Litta Conservatory, Bloomington, Ill.; Instructor in Music, Wesleyan College of Music, Bloomington, Ill.; Principal of Piano Department, Oklahoma Christian University, '08—]

SAMUEL G. HART

Professor of Music; Voice

[Graduate Conservatory of Music, University of Wooster; Student Ibid, '[illegible]-'09; Special Student in Voice 7 years, under the instruction of Alfred Baehrens, Miss Weidlendt, Miss Shanafelt and Hutchins; Concert Soloist, two years; Instructor in Voice, private school, 2 years; Assistant Teacher in Voice, Conservatory of Music, University of Wooster, '07-'08; Instructor in Voice, Oklahoma Christian University, '09—]

*To be supplied.

LAURA LEIGH HANSON

Principal of the Department of Oratory, Teacher of Oratory and Dramatic Art.

[Graduate of Blish College, Boston, '93; Post Graduate, Ibid, '94; Student of Prof. Leland T. Powers, '95; Student and Instructor in Wheatcroft Dramatic College New York, '96; Specialist in Shakesperean work before Colleges and Clubs, '97; Principal of Hanson School of Expression, San Francisco, '98-'01; gave Oratorical and Dramatic Readings, '02; President Hanson College in Boston, '08-'09; Principal of Department of Oratory in Oklahoma Christian University, '10—]

HELEN PURMORT

Instructor in Art.

[Student under Miss Russell, St. Louis, '07; St. Louis School of Fine Art, '08-'09; Osgood School, New York, '09-'00; Instructor in Art, private school; Instructor in Art, Oklahoma Christian University, '10—]

BERTHA STARK

Instructor in Trained Nurses' Department

[Student Training Department, Wichita Hospital, '96-'98; Graduate, Ibid, '98; Supt. Enid Hospital, '08-'09; Supt. University Hospital and Instructor Dept. of Trained Nurses, '09—]

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Director of Physical Training

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G. J. CHAPMAN ----------Field Secretary

ELIZABETH GISH SARGEANT, A. B.----------Dean of Women

NELLE M. HORNE, A. B.----------Librarian

EMMA FRANCIS HARTSHORNE----------

----------Registrar and Secretary to the President

IVY B. ROTH------Bookkeeper and Secretary to the Chancellor

*To be supplied.

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(The President is ex-officio a member of each committee.)

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A. F. REITER S. H. HORNE G. K. STANTON
College of the Bible.....F. H. MARSHALL, C. C. TAYLOR
Preparatory School.....MRS. MARSHALL, A. G. SMITH
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S. H. HORNE

College of the Bible ---------- F. H. MARSHALL, C. C. TAYLOR
Preparatory School ---------- A. F. REITER, MRS MARSHALL

Oklahoma Christian University

HISTORICAL STATEMENT

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER

Oklahoma Christian University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They held that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be non-sectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by character or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, the

aim is to develop a University in the true sense of that word as rapidly as financial conditions will permit and professional and technical schools must, therefore, have a place. Several schools and colleges have already been established, and among these is a Bible College offering Courses in Biblical Languages, Bible and church history and the professional studies that belong to the education of a minister. Since The College of Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools and colleges are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED

The founders of Oklahoma Christian University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning, dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw the need of Christian schools to mentalize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material conditions and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Oklahoma Christian University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS

A deed to forty acres of ground has been delivered. Three buildings—Main Building, Fine Arts Building and Ladies' Hall, have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, have been installed at a cost of about $15,000. For full description of these buildings see subsequent pages.

The first session closed May 31, 1908. The patronage and work of the year was most gratifying to the promoters and friends of the school. The third sesion is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. Nearly three hundred and fifty students have been enrolled, about eighteen different states and four foreign countries being represented. The twelve schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

THE FIELD OF THE SCHOOLS

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Oklahoma Christian University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying to the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Oklahoma Christian University is situated so as to serve the people of Colorado in an admirable way. It needs the support of this vigorous, young state and in time will render it great assistance.

6. New Mexico and Arizona and other western states are rapidly developing. The great irrigation work which has already

accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid wastes of these once desert states blossom and bud as the rose. Oklahoma Christian University is situated so as to be of great benefit to these states whose future is so bright with promise and surely they will render no mean assistance to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS

1.—The Main Building

This is a brick structure, trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the fine arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks above and below, with a room adjoining library for public documents, magazines,

etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story three large literary society halls are provided, and three rooms for the accommodation of the Business College. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west, looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide and is destined to be one of the best streets of the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building

North of the main building about 35 feet distance, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; a recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement story 10 feet in the clear, and 6 feet above grade, and

above this are two full stories, but no dormer story. The basement is occupied with kitchen and accompanying rooms—pantry, dish room and store room; a large dining room with a seating capacity for 150 people at table; two rooms for female servants; a laundry room; a large toilet room, and a cloak room. On the first floor there is a main hall 15 feet wide, running crosswise of the building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the mail building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational instution she attends, they are trusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where

sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlasts the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood; and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

THE SCOPE OF THE WORK

1.—The Term University

The use of the term University is justified: First because of the number of schools and colleges that are now in operation, a description of which appears below. Second, because of the purpose to establish professional schools as soon as the financial condition will permit. Third, because the popular and lexical use of the term justifies us in applying it to our school.

2.—General Education

A liberal culture ought to lie at the basis of all forms of specialized work. It is our aim, therefore, to offer strong culture courses such as afford the mental development and discipline necessary to successful specialization.

3.—Elementary Professional Studies

The leading universities of our country have at last recognized the fact that professional studies of an elementary character may very profitably enter into the culture courses, and consequently the first year in law, medicine and even in theology, is allowed to count on the work required for a literary degree, in some of the best colleges and universities. This policy recognizes the distinct cultural value of professional study,

gives a practical turn to the student's college course, predisposes him toward the specialization necessary to his chosen profession, and is a saving of at least one year's time to the person who completes both the culture and professional courses.

4.—Special Schools and Colleges.

In the special lines of music, art, oratory, normal work and commercial study, strong courses are offered, based upon such general preparation as is necessary to good work in the various special lines and to success in active life.

SUMMARY OF THE VARIOUS COLLEGES

1.—The Preparatory School

This school offers the work usually covered by the best high schools of the country. Many people feel that the high school work can be done better in the preparatory department of a college or university, inasmuch as the student's preparatory course can be better adjusted to the college work that is to follow, and often at a saving of a year's time in the total school period. Furthermore, there are many young people in this state, and even in the older states, who are so situated that they do not enjoy the advantages of first-class high schools. To accommodate this large class of young persons, a preparatory school is a necessity.

2.—The College of Liberal Arts

This college is the basis of all forms of specialized or professional work. Here the culture courses are provided. These may be somewhat varied in character, differentiated by the major line of work that the student may elect to take up, such, for instance, as mathematics, classical languages, modern languages, natural science or history.

3.—The College of the Bible.

In this college will be offered strong lines of work in biblical languages, bible history, biblical literature, homiletics, hermeneutics, pastoral theology, Christian evidences and biblical criticism. This work will be based on a broad literary preparation. About one-half of the work of the four college years

is literary and the other half biblical. A two year's graduate course is also offered.

4.—School for Church Workers

In these days an ever-increasing number of persons are making preparation for church work in various forms. Pastoral helpers, evangelistic singers, and Sunday school teachers are making special preparation for their work. Courses adapted to the wants of this important class of students are provided.

5.—The College of Music

The college of music offers comprehensive courses in piano, violin, voice, musical history, harmony, theory, and in short, all the branches that enter into a liberal musical education. A course in evangelistic and church music is offered, which is of special value to those preparing for the ministry and for other forms of church work. Instruction in sight singing is also given, which is valuable to the class of persons just mentioned and to young people preparing for teaching in the public schools.

6.—The College of Business

In this school comprehensive lines of work in bookkeeping, stenography, typewriting and penmanship are offered. In short, instruction is given in all the branches taught in the best business colleges.

7.—The School of Oratory

In the school of oratory instruction is offered in the art of reading, public speaking, and in the branches that bear directly upon this important work. Both individual and class lessons are given. The work is valuable to all classes of students and especially to those looking forward to the ministry or to the legal profession—in short, to all who expect to become public speakers.

8.—The School of Fine Arts

This school offers instruction in drawing, sketching, painting from nature and decorative art in all forms. Modeling and sketching from nature, will receive special attention. In all the best public schools of the country, drawing is now made a part of the required work. In the German schools this work has long occupied a prominent place. We will offer a compre-

hensive course in preparatory art, which ought to enter into every student's course and it will be especially valuable to those preparing for the teachers' profession.

9.—Correspondence School

It is our purpose to establish a correspondence school. Much of the work of the various courses will be offered by correspondence. Our purpose in offering this work is: first, to assist those who are denied the privilege of resident collegiate work in making a larger preparation for the work of life; second, to help those who wish to pursue systematic lines of work while engaged in business avocations, but who look forward to resident college work as soon as circumstances will permit; third, to enable those who are compelled to drop out of school temporarily to keep in touch with their college work and make some progress toward the goal of their ambition.

10.—Courses for Public School Teachers

Persons preparing to teach in the public schools can get any line of work that they may desire. All the common branches are taught, together with the theory and practice of teaching, elementary psychology, English and American literature, and a course in natural science. On another page will be found a full statement of the work available for teachers. It is sufficient to say here that persons desiring to prepare for public school teaching can get all the branches that properly belong to a high grade teachers course and at the same time enjoy the advantages of a University atmosphere.

11.—The Graduate School

We offer a graduate course of one year leading to the degree of A. M. All graduates, whether from the literary or ministerial courses, will find this to be a most valuable year of work. Some remain to take this work; and some, after they have been out of college a few years, will return to enlarge their preparation by further study. An additional graduate year will be offered as soon as circumstances will permit.

12.—A Training Course for Nurses

In connection with the University Hospital a course for training of nurses is offered. It is really the beginning of the work in the medical college that we expect soon to inaugurate.

Special Courses.

Special courses in great variety are offered. The wishes of almost any student can be met. Those who do not wish to take any of the regular courses can arrange for special courses, long or short as they may desire. Do not hesitate to come if you do not see outlined just what you want. We will arrange a course to suit you.

THE EQUIPMENT

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor, and our board are fully alive to that fact. This is preeminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library

A good working library has become an indispensable part of the equipment of high-grade schools. Students are sent to the library to make much of their preparation for class-room work even in the high school and the preparatory schools or colleges and universities, and in the higher grades of instruction the library is indispensable. We have installed a good working library. We have placed nearly fifteen hundred volumes of well selected books on our shelves as a start for a library and we expect to add several hundred volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned, according to modern methods, may better deserve the name of library than five times the number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists

Cataloging has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and is being catalogued according to the "Dewey System;" this, together with indices, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

2.—The Laboratories

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we are providing room for four laboratories—chemical, philosophical, biological and physical. We will expend several thousand dollars in the equipment of these laboratories. A considerable sum has already been expended and, as a matter of course, we will add to this equipment year by year.

3.—General Appliances.

We have also spent a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and double this amount will be expended in the near future.

College
of
Liberal Arts

College of Liberal Arts

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President
Professor of Apologetics and Philosophy.

OLIVER N. ROTH, A. B.,
Professor of Sociology and Economics.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Biblical Greek and New Testament Literature.

OLIVER L. LYON, A. M., Ph. D.,
Professor of English Language and Literature.

SAMUEL H. HORNE, A. B.,
Professor of History.

ALFRED F. REITER, A. B.,
Professor of Mathematics and Astronomy.

GUY K. STANTON, A. M ,
Professor of Natural Sciences.

JOSEPH SMITH, A. B.,
Professor of Latin and Modern Languages. *

CLAUDE C. TAYLOR, A. M.,
Instructor in Semitic Languages and Literature.

ANDREW G. SMITH, A. B.,
Instructor in Greek and Latin.

* To be supplied during '10-'11.

COLLEGE OF LIBERAL ARTS.

Its Aims and Purposes

This is the central college of the University. Its work is fundamental to that of all the other colleges and departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other colleges, but this, in the very nature of the case, must be with greatest profit. Students are urged to take as much of this work as possible as a basis for the work of any one of the other colleges. The complete college course should be taken if it can be done.

Rank of the College of Arts

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them.

ENTRANCE REQUIREMENTS

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in our Preparatory School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units

1. **English** ..... **3 units.**
   This must include (a) Academic Grammar and Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American and English Literature, 1 unit; Uniform college entrance requirements recommended.

2. **Mathematics** ..... **2½ units.**
   Including (a) Algebra, 1½ unit; Geometry, 1 unit. For ½ unit in Algebra may be substituted Solid Geometry or High School Arithmetic.

3. Foreign Language .....2 units.
These units must be offered in one language. They may be offered in Latin, Greek, German French or Spanish.

4. Physics .....1 unit.
Laboratory work is urgently recommended.

5. History .....1 unit.

6. Electives .....5½ units.
These electives are chosen from the usual subjects taught in good high schools.

Total .....15 units.

Definition of Unit

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represents the work done during four years' study in a first-class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note 1—Students for the ministry who take five years of New Testament Greek and Hebrew in the College are permitted to offer electives instead of the 2 units in Foreign Language.

Note 2—Students lacking a limited number of units may enter the freshman year of the College, conditioned on making up the deficit.

Graduates of Approved High Schools

Students with diplomas from first-class high schools are admitted to the freshman year of the College of Arts, unconditionally.

The Curriculum of the College of Liberal Arts

The spirit of the Institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the

best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below:

In arranging the lines of study, it is intended to suit the bent of mind of individual students. It is believed that the secret of greatest good to the student can be found only when he is approached with proper respect and provision for his individuality. With this thought dominant, the elective system is used instead of the arbitrary curricula of earlier days. Enough work is prescribed to insure a thorough and disciplinary line of study, at the same time measurably meeting the demands of various tastes and aptitudes, and avoiding all undesirable rigidity. Beyond this, the student is permitted, under the advice of the professor in charge, to select for himself the studies he desires to pursue.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS

I.—Required of All Students

(a). **English.**—Advanced Rhetoric and English Literature—One year.

(b). **Phychology and Logic.**—One year.

(c). **Apologetics, and Ethics or Biblical Literature.**—One year.

II.—Major Study

Each student must choose a Major Study, selected from the following: Latin, 3 years; Greek (classical and Biblical, 3 years; Hebrew, 3 years; German, 3 years; Romance Languages, 4 years; English, 3 years; Natural Sciences, 3 years; Mathematics, 3 years; History and Economics, 4 years.

III.—Minor Study

Each student must pursue a Minor Study, selected by the committee of the faculty. The Minor Study must continue at least two years, and in some cases three, depending largely upon the nature and grade of work done on the Major Study.

IV.—Thesis

Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must be

approved by his Major Professor, and the work done under his direction.

V.—Electives

In addition to the work prescribed above each student must elect work from the various departments, sufficient to make a total of at least 192 credits. (Four credits will be given for the thesis.)

Note: The student is permitted to elect 30 credits from the Special Departments, if he has elected none for his entrance requirements. In the latter case, he may elect 18 such credits for his college requirements.

Definition of College Credit

A College credit represents one full hour period of recitations for one term. A student reciting 16 hours per week for one year would receive 48 credits; for four years, 192 credits.

WORK REQUIRED FOR THE DEGREE OF MASTER OF ARTS

I. The student, having previously received the Bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work.

II. He must do work amounting to at least 48 credits. Most of his studies may be chosen as free electives from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor to be appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee.

IV. The candidate must pursue his graduate studies along the lines of the major and minor subjects of his undergraduate work.

Courses of Instruction

DEPARTMENT A.—ENGLISH

Profesor Lyon

The aim of this department is: (1) to develop logical thinking and the ability to express thought in clear, strong and graceful language; (2) to trace the origin and development of the English Language and Literature to the present time; (3) to broaden and deepen life by contact with both the ideal and real life of the race; (4) to appreciate the true, the beautiful and the good in the masterpieces of English and American Literature; (5) to learn the constructive principles of both form and content in Literature; (6) to cultivate a genuine interest in the subject which will ripen into more extensive research and be perennial.

Special students in Eng'ish should, as far as possible, take studies closely correlated with it; for example, Sociology, History, Classic and Modern Languages and some branches of Philosophy.

1. **Rhetoric.**—Since the ability to say just the right thing in the right way is the most practical result of education, the art of composition will receive more emphasis than the science of Rhetoric.

Frequent Themes.—Special attention given to Narration, Description, Exposition, Argumentation, Style, Diction and Figures of Speech. Critical reading of selected American Prose.

Prerequisites.—Preparatory English. (Fall term, 4 hrs.)

2. **Rhetoric.**—Course 1, continued with English Prose. (Winter term, 4 hrs.)

3. **Rhetoric.**—Course 2, continued English Poetry. (Spring term, 4 hrs.)

4. **American Literature.**—This course is devoted to the works of the best American poets and prose writers. Relation

of American to English Literature, Themes and extensive reading required. (Fall term, 5 hrs.)

5. **English Literature to 1789.**—The origin and development of the English language and Literature with causes affecting the changes, as reflected in Caedmon, Wycliff, Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, Pope, Addison, Gray, Cowper and Goldsmith. Many masterpieces studied both in and out of class. Written reports. (Winter term, 5 hrs.)

6. **British Poets of the 19th Century.**—Page's excellent work is used. Critical analysis of poems. Collaterial reading. Written reports required. (Spring term, 4 hrs.)

7. **Shakespeare.**—Critical study of a number of plays, including "Hamlet," "Merchant of Venice," "Julius Caesar," "Macbeth." Some attention to the origin and development of the drama. Outside reading and critical papers on the plays. (Fall term, 4 hrs.)

8. **Shakespeare and Milton.**—A continuation of Course 7. Othello and King Lear, the chief plays carefully studied. A critical study of Milton's chief poems. (Winter term, 4 hrs.)

9. **Tennyson and Browning.**—Critical study of selected poems of each author to reflect his ideals, characteristics and philosophy of life. The relation of the authors to the life and literature of the Victorian Period. (Fall term, 4 hrs.)

10. **Literary Criticism.**—The aim is: (1) to see clearly why writings take rank and are admired; (2) to cultivate a taste for the best Literature, Original Critiques on Standard Works. A study in constructive principles of Literature. (Winter term, 4 hrs.)

11. **English Seminary.**—A course in research work. Such literary problems studied as the origin and development of the novel, the drama, the epic, the essay, the elegy, romanticism. Papers read before the class for critical discussion. Open to advanced students only. (Spring term, 4 hrs.)

12. **Literary Interpretation of the Bible.**—A knowledge of the beauties and literary character of the Scripture is essential to effective preaching. The Bible is seen from a new viewpoint rendering it especially attractive. Moulton's great work is used as a basis. (Fall term, 4 hrs.)

DEPARTMENT B.—LATIN AND GREEK.

Instructor A. G. Smith.

I.—LATIN

The power to interpret Latin accurately and rapidly and to appreciate its masterpieces as literature is properly the first aim in the study of the language; at least, the teaching which is directed toward this end is best calculated to secure the many-sided training which comes from the study.

The department aims to train the student to read Latin with intelligence and appreciation. Pre-requisites for such reading are a genuine feeling for the inflectional forms and an accurate kowledge of the principles of syntax. The work also aims to cultivate the power of sympathetic translation, which is unsurpassed as a training in the power of interpretation and expression. It is one of the best means of giving flexibility to the student's language and chastening his diction.

Such attention will be given to the history, literature and antiquities and the social life and customs of the Romans as time will permit, and as may be necessary for an appreciation of the selections read.

1, **Livy.—Books** 21-22-Lord. Smith's **Rome and Carthage.** (Fall term, 4 hrs.)

2. **Horace.—Odes and Epodes**—Smith. Cicero; **De Senecute** or **De Amicitia**—Bennett. (Winter term, 4 hrs.)

3. **Plautus.—Terence or Seneca;** two plays. Lectures on the Roman Drama. (Spring term, 4 hrs.)

4. **Tacitus.—Agricola and Germania.** Pliny the Younger; selected letters—Wescott, Capes' **Early Empire.**

(Fall term, 4 hrs.)

5. **Lucretius.**—De Rerum Natura. Books 1, 3, 5,—Kelsey. Epicureanism. (Winter term, 4 hrs.)

6. **Cicero.—Tusculian** Dispuattions. The New Academy. (Spring term, 4 hrs.)

7. **Seneca.**—Moral Essays. Stoicism. (Fall term, 3 hrs.)

8. **Plautus.**—Moostellaria, Rudens, Maenaechmi. Special topics in etymology and the drama. (Winter term, 3 hrs.)

9. **Catullus.**—Merrill, Tibullus and Propertius; selections —Ramsey. Junior or Senior year. (Spring term, 3 hrs.)

10. **Livy.**—Books 5-7-Cluer and Matheson. Junior or Senior year; Elective, open to all who have completed 1-3. (Fall term, 3 hrs.)

11. **Tacitus.**—History or Annals. Junior or Senior year; Elective, open to all who have completed 1-3. (Winter term, 3 hrs.)

II.—GREEK

1 and 2. **Greek Lessons.**—White's First Greek Book or Ball's Elements of Greek. (First and Second terms, 4 hrs.)

3. **Greek Lessons.**—White's First Greek Book, or Ball's Elements completed. Gleason's Gate to the Anabasis. (Third term, 4 hrs.)

4 and 5 **Xenophon's Anabasis** Books 1-4.—Goodwin's Greek Grammar Xenophon's Hellenica, selections Books I-III. Greek Prose Composition, Hogue's Irregular Verbs of Attic Prose. (First and Second terms, 4 hrs.)

6. **Homer's Iliad**—Books 1-4.—Gladstone Landmarks of Homeric study. (Third term, 4 hrs.)

7 and 8. Herodotus, Orations of Lysias, Demosthenes Phillipics and Olynthiacs, Plato's Apology and Crito, Jebb's Primer of Greek Literature. (First and Second terms, 3 hrs.)

9. Select Idyls of Theocritus, Sophocles Antigone. (Third term, 3 hrs.)

The Greek language will be studied as an exact language, or as the only language perfect in syntax. The student will be introduced to the philosophy of all inflected tongues.

DEPARTMENT C.—MATHEMATICS AND ASTRONOMY

Professor Reiter

No subject is of greater educational value in developing exact reasoning; although it, especially the higher branches, is only theoretically exact. But it is in this very approximation of the truth that the finite mind realizes its limitations as it attempts to grasp the thought of the infinite; herein is its moral quality. While its intellectual value consists in its demand for long continued intense application of a concentrated mind; and its demand for logical reasoning, and concise, accurate statement.

1. ***Solid Geometry.**—Lines, planes, polyhedrons, cylinders, cones and spheres, with note book work on original propositions. Text, Shutt's Solid Geometry. (Fall term, 4 hrs.)

2. ***Plane Trigonometry.**—Functions of an angle, trigonometric analysis, solution of triangles by the use of the natural functions of an angle, the relation of the natural function to plane geometry being emphasized to free the student from the burden of memorizing formulae. Text, Granville's Plane & Spherical Trigonometry. (Winter term, 4 hrs.)

3. ***Plane and Spherical Trigonometry.**—Theory and use of logarithms in the solution of all plane and spherical triangles, Napier's analogies, and applications to the celestial and terrestial spheres. Text, Granville's Plane & Spherical Trigonometry. (Spring term, 4 hrs.)

4. ***Algebra.**—A review of the fundamental operations of algebra in which the functional notation, graph, and determinants are introduced. Inequalities, binomial theorem, variation, and progressions are also discussed. Text, Rietz and Crathorne's College Algebra. (Fall term, 4 hrs.)

5. *Algebra.—Variations, progressions, imaginary and complex numbers, variables and limits, indeterminate equations, binomial theorem, logarithms, undetermined coeficients, permutations and combinations. Text, Milne's Academic Algebra.
(Winter term, 4 hrs.)

6. College Algebra.—Theory of equations, logarithms, limits, series, undetermined coeficients, permutations and combinations, probability, determinants. Text, Rietz and Crathorne's College Algebra. (Spring term, 4 hrs.)

7. **Surveying.—The adjustment, care, and use of surveyors' instruments. Field work, computations, maps, profiles, and plats. Text, Pence and Ketchum's Manual of Surveying.
(Fall term, 4 hrs.)

8. **General Astronomy.—(a) An advanced course, considering astronomical instruments, and the earth, moon, and sun, also celestial mechanics. A working knowledge of plane and spherical trigonometry is required. Text, Young's Manual, or General Astronomy. (Winter term, 4 hrs.)

9. **General Astronomy.—(1) A continuation of the preceding course, treating of planets, stars, comets and nebulae. Text, Young's Manual or General Astronomy.
(Spring term, 4 hrs.)

10. **Plane Analytic Geometry.—(3) The properties of the straight line, circle, and parabola, with considerable time given to the solution of problems and making graphical plats. Text, Wentworth's Analytic Geometry. (Fall term, 4 hrs.)

11. **Plane Analytic Geometry.—(b) The properties of the conic sections and graphic solutions. Text, Wentworth.
(Winter term, 4 hrs.)

12. **Solid Analytic Geometry.—(c) Curves of the second degree and higher plane curves, straight line, plane and surfaces of revolution, with graphic solutions. Text, Wentworth.
(Spring term, 4 hrs.)

13. Differential Calculus.—(a) Development and application of the fundamental principles and formulae, series, indeterminate

forms, and maxima and minima. Text, Osborne's Differential and Integral Calculus. (Fall term, 4 hrs.)

14. **Differential Calculus.**—(b) A treatment of curves for reference, curves and curvature, contact, envelopes, and an introduction to integration. Text, Osborne. (Winter term, 4 hrs.)

15. **Integral Calculus.**—Integration, definite integrals, application to lengths, areas, volumes, and laws of physics. Text, Osborne's supplemented by others. (Spring term, 4 hrs.)

Notes.—*Subjects thus marked will receive no college credit if they were offered as college entrance electives.

** Not offered in 1910-11 for less than five students.

DEPARTMENT D.—CHEMISTRY, BIOLOGY AND GEOLOGY

Professor Stanton.

LABORATORIES

Chemical.—The chemical laboratory is also on the first floor of the main building, and is now provided with individual desks, sinks, lockers, and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical store-room adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high-speed centrifugal, etc.

Biological.—The biological laboratory adjoins the physical and chemical laboratory and is also used for physiology. It is provided with low power magnifiers, dissecting microscopes, compound microscopes, dissecting sets, anaesthetics, improved college bench projection lantern and slides, human skeleton, Piltz life size manikin, and a complete set of 28 anatomical models.

Geological.—The geological laboratory is confessedly still in its infancy, although there is already a classified collection of over one hundred specimens, and a few relief maps. This collection is, however, supplemented by a collection of plates and a projection lantern.

1. **Inorganic Chemistry.**—(a) Study of the general principles of the science. Lectures, recitations and quizzes, accompanied with class demonstrations and individual laboratory practice. Full notes on all laboratory work are required. Stress will be laid upon the formation of correct habits of observation, manipulation of apparatus and proper use of the laboratory.

Text, Remsen's College Chemistry.

(Fall term, 5 hr. recitation, 5 hr. laboratory.)

2. **Inorganic Chemistry.**—(b) Continuation of the previous course, with a study of the acid forming elements.

Text, Remsen's College Chemistry.

(Winter term, 5 hr. recitation, 5 hr. laboratory.)

3. **Inorganic Chemistry.**—(c) Study of the base forming elements. Text, Remsen's College Chemistry.

(Spring term, 5 hr. recitation, 5 hr. laboratory.)

4. **Qualitative Chemistry.**—An introduction to qualitative analysis. Class room drill in writing chemical reactions. Analysis of unknown substances. Work almost wholly in the laboratory. (Fall term, 6 hrs.)

5. **Zoology.**—(a) An introductory course dealing with animal ecology. Study of the simplest animals, multiplication, functions, life cycles, adaptations, social life, instinct and domestic habits. Considerable laboratory work is required.

Text, Jordan's "Animals." (Fall term, 5 hrs.)

6. **Zoology.**—(b) A continuation of the previous course, investigating the mode of life, the history and the relationships of the mammals. Text, (To be selected.)

(Winter term, 5 hrs.)

7. **Zoology.**—(c) A survey of the main groups of vertebrates, with reference to their general anatomy, life histories, habits and distribution. Several types will be studied in the laboratory.

Text, Thompson's Outlines of Zoology.

(Spring term, 5 hrs.)

8. **Human Physiology.**—An advanced course covering the gross and microscopic dissection of bones, muscles, heart, blood vessels and nervous system. Excellent course for those looking forward to the study of medicine.

Text, Martin's Human Body.—(Adv.)

(Fall term, 5 hrs. recitation and 5 hrs. laboratory.)

9. **Human Physiology.**—Continuation of Course 8, covering the organs of digestion, respiration, nutrition, special sense and reproduction.

Text, Martin's Human Body.

(Winter term, 5 hrs. recitation and 5 hrs. laboratory.)

10. **Sanitary Science.**—The conclusion of a year's course in college physiology, with a study of sanitary science as it concerns health and disease, infection and contagion; their dissemination and control.

Text, Sedgwick's Prin. of Sanitary Science.

(Spring term. 5 hrs. recitation and 5 hrs. laboratory.)

11. **General Biology.**—Classification of the biological sciences. Study of Amoeba, euglena, paramoecium, earthworm, crayfish, an algae and a fern. Current biological problems will be discussed.

Text, Parker's Elementary Biology.

(Fall term, 5 hrs.—offered in 1911-12.)

12. **Botany.**—A study of Ecology and certain fundamentals of plant physiology. Lectures, recitations and laboratory work.

Text, Coulter's Plants.

(Winter term, 5 hrs.—offered in 1911-12.)

13. **Botany.**—Continuation of the previous course, with a study of the main groups of Pteridophytes and Spermatophytes.

Text, Coulter's Plants, and others.

(Spring term, 5 hrs.—offered in 1911-12.)

14. **Dynamical Geology.**—A discussion of the principles of geology, and the operation of the atmospheric, aqueous, igneous and organic agencies. Class room work will be supplemented

with field excursions, that the student may be placed in direct contact with geological problems.

Text, LeConte's Elements of Geology.

(Fall term, 4 hrs.)

15. **Structural Geology.**—A continuation of the previous course, dealing with sedimentary, igneous and metamorphic rocks. Text, LeConte's Elements of Geology.

(Winter term, 4 hrs.)

16. **Historical Geology.**—The history of the succession and distribution of the earth's crust as recorded by fossils which characterize each layer of the earth's crust. Some attention will be given to geological formations in Oklahoma.

Text, LeConte's Elements of Geology.

(Spring term, 4 hrs.)

DEPARTMENT E.—PHYSICS

Professor Reiter

Physical Laboratory.—The physical laboratory is located in a large well-lighted room on the first floor of the main building; and is fully equipped with tools for shop work, and apparatus for lecture demonstration and for individual experimentation. The apparatus is of the latest improved type of native and foreign manufacture and such as is used in the best laboratories in studying matter, mechanics, pneumatics, sound, heat, light, magnetism and electricity.

*1. **Physics.**—(a) An elementary treatment of measurement and mechanics of solids, fluids and gases, accompanied with careful laboratory exercises by each student.

Text, Millikan and Gale.

(Fall term, 10 hrs.)

*2. **Physics.**—(b) Heat, magnetism and electricity.

Text, Millikan and Gale.

(Winter term, 10 hrs.)

*3. **Physics.**—(c) Sound, light, and modern investigations.

Text, Millikan and Gale.

(Spring term, 10 hrs.)

4. **General Physics.**—I. **Mechanics and Sound.**—This is the first part of a year's course in general physics in which the aim is to lay a broad foundation for further physical research or to furnish a fund of physical information suited to the needs of a liberal education. This course will demand a high grade of laboratory work in addition to recitations and quizzes, and the solution of numerous problems. An elementary course in physics and trigonometry are prerequisites to this course.

Text, Carhart's University Physics.

(Fall term, 5 hrs. class and 5 hrs. laboratory.)

5. **General Physics.**—II. **Light and Heat.**—A continuation of the previous course.

Text, Carhart's University Physics.

(Winter term, 5 hrs. class and 5 hrs. laboratory.)

6. **General Physics.**—III. **Magnetism and Electricity.**—A continuation of the previous course.

Text, Carhart's University Physics.

(Spring term, 5 hrs. class and 5 hrs. laboratory.)

***Notes.**—Only such part of courses 1, 2 and 3 may be offered for college credit as has not been offered as college entrance credit. These courses are well adapted to the needs af teachers and review students.

Courses 4, 5 and 6 will not be offered in 1910-'11.

DEPARTMENT F.—ECONOMICS AND SOCIOLOGY

Professor Roth

1, 2 and 3. **Economics.**—This course is a study of the business relations of men. The course will develop and explain the general laws of production, distribution and consumption of wealth. Historically it will consider the rise of modern industry in England and in the United States. A study will be made of wealth, value and prices; land and other natural forces as productive agencies; labor, capital and business organizations in the realm of production; distribution through competition, monopoly, rent, wages, interest, railroads, banking systems, credit and foreign exchange. The object of the course is to

give a basis for a scientific understanding of industrial actions and relations. Students will be required to investigate assigned topics.

One period per week throughout the session.

(Offered 1910-1911.)

4, 5 and 6. **Sociology.**—This course is designed to acquaint the student with facts pertaining to the social organization of which he is a member. A study will be made of the history and the scientific description of society and of the analysis and classification of social facts. The purpose will be to present the principles underlying the complex social organization in simple terms, and to direct the student in the selection of methods which will best enable him to be of service to his fellow man. An effort will be made to awaken in the mind of the student a civic pride and a desire to promote human welfare. Original research will be required on assigned or selected topics.

One period per week throughout the session.

(Offered 1911-1912.)

(Economics and Sociology will each be offered on alternate years.)

DEPARTMENT G.—MODERN LANGUAGES.

*Professor Joseph Smith

Our German courses extend through a period of five years beginning with the second year preparatory and continuing through three years of the college course.

In the work of this department the aim is to give the student a thorough grammatical and reading knowledge and with this prose composition and the oral method are combined. A large acquaintance with the literature, life and spirit of the Germans is sought.

(a) The plan of study includes readings from the poets and writers of the classical period including such authors as Schiller, Goethe, Lessing and Freytag.

(b) The sight reading of plays and short stories.

(c) Prose Composition, Conversation and Practical Phonetics.

(d) Outlines of the history of the literature and lectures on the authors and works read.

(e) Higher Grammar, including Phonetic Laws, the History and Development of Forms, the history of each language, with reference to the relations of English and German.

I.—GERMAN

1. **Schiller's Jungfrau von Orleans.** Rapid reading of Goethe's Hermann und Dorothea. Schiller's Maria Stuart. German Syntax and German Composition. (Fall term, 4 hrs.)

2. **Heine's Harzreise,** Goethe's Gedichte Schiller's Geschichte des dreisizjahrigen Krieges. (Winter term, 4 hrs.)

3. **Freytag's Soll und Haben.** Goethe's Dichtung und Wahrheit. Fulda's Der Talisman, German Syntax and Composition. (Spring term, 4 hrs.)

4. **Keller's Bilder aus der Deutschen Litteratur.** The following topics will be treated:

(a) Old literature; "Nibelungenlied Kunst Epos" "Minnegesang."

(b) Time of decay ;Hans Sachs, Luther, Rieneke Vos, Till Eulenspiegel.

(c) Gottsched and Klopstock.

(d) Goethe, Schiller, Lessing, Chamisso, Arndt, Koerner, Ruckert, Uhland.

(e) Heine, Feuchtensleben, Geibel, Schefer, Frelligrath.

(f) Gustav Freytag.

(g) Hauptmann and Sudermann.

The student will make constant reference to such works as: Hedge's Hours with German Classics, Franke's History of German Literature, Heller's Studies of Modern German Literature, and others. Reading of Goethe's Iphigenie auf Tauris.

(Fall term, 4 hrs.)

5. **Scheffel's Der Trompeter von Sakkingen.** Schiller's "Wallenstein;" Fossler's Practical German Conversation.
(Winter term, 4 hrs.)

6. Continuation of the History of German Literature of Course 3. Goethe's Goetz von Berlichingen. Lessing's Nathan der Weise. Rapid reading of Lessing's Emilie Galotti
(Spring term, 4 hrs.)

7. **Goethe's Faust, parts I and II.** Theme writing in connection with the texts read, every two weeks. History of the German Language. (Fall term, 3 hrs.)

8. **Modern German Dramatists.**—A systematic study of the evolution of the modern German drama in its literary and social aspects.

Topics Treated—A number of representative dramas will be read in this course; an outline of the general literary movements will be given so as to enable the student to gain some idea of the place occupied in 19th century literature by the works he is reading. The reading will be chosen from the following poets and their principal works: Kleist: Kaetchen von Heilbronn and Prinz Friedrich von Homburg: Grillparzer: Sappho, Koenig Ottokars Glueck und Ernde, Des Meeres und der Liebe Wellen and Der Traum ein Leben; Hebbel; Maria Magdalene, Herodes und Marianne and Nibelungen; Wildenbruch; Nuernberg; Sudermann: Heimat und Johnannes; Hauptmann; Einsame Menschen and Die versunkene Glocke.
(Winter term, 3 hrs.)

9. **Modern German Novelists.**

Topics Treated.—The reading will be selected from the following authors: Freytag; Des vericrene Handschrift; Scheffel; Ekkshardt; Dahn; Ein Kampf um Rom; Keller; Romeo und Julie auf dem Dorfe; Foerike: Mozart auf Frau der Reise nach Prag: C. F. Meier: Der Heilige; Sundermann; Fran Sorge and Der. Katzensteg. (Spring term, 3 hrs.)

*Absent during 1910-'11.

II.—FRENCH

1 and 2. **Elementary.**—Chardenal's Complete French Course Sight reading of Guerber's Contes et Legendes. Part I Syntax and Composition. Fontaine's Livre de Lecture et de Conversation. (First and Second term, 5 hrs.)

3. **Chardenal's Complete French Course** continued. Guerber's Contes et Legendes Part II. Fontaine's Livre de Lecture et de Conversation. (Third term, 5 hrs.)

4 and 5. **Edgren's French Grammar** Part II and Croquet's French Verbs.

Longman's French Composition.

Bacon's Une Semaine a Paris.

Daudet's Trois Contes Choisis, La Belle Nivernaise, Tartarin de Tarascon.

Sand's La Petite Fadette.

Dumas La Tulipe Noire, Monte Cristo.

Rostand's Cyrano de Bergerac.

Balzac; Cinq Scenes de la Comedie Humaine.

Sand's La Mare au Diable.

(First and Second term, 4 hrs.)

6. **Syntax,** conversation and Longman's French Composition. Reading About Le Roi des Montagnes, Victor Hugo; La Chute; Hernani, Ruy Blas, La Brete Mon Oncle et Mon Cure. Bowen's French Lyrics. Davis' Scientific French. Les Fautes De Language by Victor Bernard. (Third term, 4 hrs.)

DEPARTMENT H.—HISTORY

Professor Horne

Well has it been said: "Not to know history is to remain always a child." Indeed, a knowledge of **world movements** is an indispensable factor in the education of every college student. Every one, then, justly claiming to be educated, should possess a more or less intimate acquaintance with the achievements of the race; a familiarity with the institutions which have em-

bodied the ever-changing, struggling ideals that mark the path of human progress. It may be added that, aside from the keen pleasure derived from the study of history, it is believed that no other course in the college curriculum possesses greater culture value than does history.

The following courses are intended to give to the student an outlook on the field of history as broad as possible to be consistent with thoroughness. All courses count toward the A. B. degree.

1. **History of Greece.**—A study of the ancient world to the death of Alexander, with Greece as the center of thought. Text-book, informal lectures, collateral readings, reports, outlines, maps, etc.

(Not offered 1910-11.) (Fall term, 4 hrs.)

2, 3. **History of Rome.** A survey of Roman origins and the growth of power to the fall of the Empire in the West. Text-books, lectures, readings, reports, outlines, and maps.

(Not offered in 1910-11) (Winter and spring, 4 hrs.)

4, 5, 6. **History of Medieval Europe.**—This course surveys the field of the history of Western Europe from the barbarian invasions to the end of the Fifteenth Century. A special study of Feudalism, the Papacy and the Empire; the development of Institutions, the Renaissance, and the rise of the Monarchic states. A very delightful course. Every student should take this course, as modern states and institutions strike their root deep into the medieval soil. Invaluable to the student of Church history as affording a clear understanding of the political background.

A text-book and a Source-book will be in constant use, and these will be supplemented by considerable collateral reading, reports, outlines, maps, etc.

(Fall, winter, spring terms, 4 hrs.)

7, 8, 9. **History of Modern Europe, 1500-1910.**—In the Fall term, the Reformation is emphasized, in the winter term, Polit-

ical Revolution, and in the spring term, the growth of Democracy and Nineteenth Century Civilization are studied.

(Prerequisite History, 5, 6, 7.) (4 hrs.)

10, 11, 12. **History of England.**

(Not offered 1910-11.)

13, 14, 15. **History of the United States.**

This course enters upon a general survey of the field of American history with emphasis upon the political and constitutional phases.

(a) European Expansion in America. A critical study of the early discoveries and explorations by various European powers, the several attempts to secure the continent by the planting of colonies; and the consequent struggle between those powers for supremacy in America. Finally, the quarrel of the Colonists with the Mother country, resulting in Independence.

(Fall term, 4 hrs.)

(b) This term is devoted to the investigation of the inauguration of the government under the constitution, the rise of political parties, territorial expansion, the growth of democracy, and the agitation over slavery.

(Winter term, 4 hrs.)

(c) The study here turns upon Secession, the Civil War, Reconstruction, Civil Service Reform, the Cuban Question, Expansion and Industrial Growth.

(Spring term, 4 hrs.)

The course will be conducted by means of a text-book, informal lectures, collateral reading, special reports, outlines, map drawing, etc.

Channing's Students' History of the United States will be used as the text.

16, 17, 18. **History of the Church.**—(a) (I) **Ancient Era.** From the Birth of Christ to the Restoration of Western Empire by Charlemagne. (2) **Medieval Era.** From Charlemagne to Luther. (Fall term, 4 hrs.)

(b) From the Reformation to the Present.
(Winter term, 4 hrs.)

(c) The Reformation of the Nineteenth Century.
(Spring term, 4 hrs.)

(Prerequisite, History 4, 5, 6.)
(Not offered 1910-11.)

DEPARTMENT I.—APOLOGETICS

President Zollars

We believe that Biblical Sciences, Languages, and Literature, form fully as great a contribution to intellectual culture and development as the subjects in other fields. We further believe that no student is educated in the true sense without some knowledge of the Bible. For these reasons certain electives are allowed to students of the College of Liberal Arts from the College of the Bible, for which they receive full credit toward the degree A. B. This privilege is now granted in a number of the leading universities of the country, including certain State Universities. It is therefore eminently proper that universities standing primarily for Christian principles should offer the same privilege.

For full statements concerning the courses in Apologetics, the student is referred to the College of the Bible Department M.

DEPARTMENT J.—PHILOSOPHY

President Zollars

1 and 2. **Psychology.**—There is no subject of greater importance to the teacher or preacher than Psychology. We aim to give this important work the prominence that is due it. The far reaching significance is impressed upon the mind of the student, and its practical bearing in the learned callings is pointed out. First, a brief popular treatise is used, which serves to present the subject in as plain and interesting a manner as possible, setting forth the leading truths and principles in such a

way as to enliven their abstract nature and invest them with the charm that comes from helpful illustration. This is followed by a heavier course which deals with the subject in a much more extended way. Students are asked to verify Psychological phenomena either in their laboratory or in the experience of the race. (Fall and winter terms, 4 hrs.)

3. **Ethics.**—The object of this study is to furnish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is Theistic and consequently the study sustains a very close relation to that of Theology. We hold that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and consequently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the constitution of the human soul.

Text-books, Davis, Gregory and McKenzie.

(Spring term, 4 hrs.)

DEPARTMENT K.—NEW TESTAMENT GREEK AND LITERATURE

Professor Marshall

Students in the College of Liberal Arts are permitted to elect work in the New Testament. This consists of three years of New Testament Greek, and three years of New Testament Literature in English.

For statements in detail, reference may be made to the College of the Bible, Departments R. and T.

DEPARTMENT L.—SEMITIC LANGUAGES AND LITERATURE

Instructor Taylor

Instruction in Hebrew, Syriac, and other semitic languages is offered to students of the College of Liberal Arts; also sev-

eral courses in Old Testament History and Literature. For a full description of this work, see Department Q. and S. College of the Bible.

DEPARTMENT M.—EDUCATION

Certain professional studies from the Teachers College may be included in the electives of the College of Liberal Arts. History of Education, Pedagogy, etc., may thus be chosen. See Teachers College for full information.

The College *of* the Bible

The College *of* the Bible

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President
Professor of Apologetics and Christian Doctrine

FRANK H. MARSHALL, A. M., Ph. D.
Professor of Biblical Greek and New Testament Literature, and Missions

CLAUDE C. TAYLOR, A. M.,
Instructor in Semitic Languages and Old Testament Literature

SAMUEL H. HORNE, A. B.
Instructor in Church History

LAURA LEIGH HANSON
Instructor in Pulpit Oratory

OLIVER L. LYON, B. O., Ph. D.,
Instructor in Public Speaking.

The aims of this college are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian

ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible courses. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are afforded in Biblical and cognate languages, Biblical Literature, Biblical and contemporary History, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the college, and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the college on subsequent pages.

REQUIREMENTS FOR ADMISSION TO THE COLLEGE OF THE BIBLE—15 UNITS

1. **English** ..... 3 units
   (a) Academic Grammar and Composition, 1 unit; (b) Rhetoric, 1 unit; (c) American and English Literature, 1 unit.

2. **Mathematics** ..... 2½ units
   (a) Algebra, 1½ unit; (b) Geometry, 1 unit. For ½ unit of Algebra may be substituted Solid Geometry or High School Arithmetic.

3. **Foreign Language** ..... 2 units
   Electives may be substituted for the Foreign Language requirement on condition that the student complete five years of New Testament Greek and Hebrew in the college.

4. **Physics** ..... 1 unit

5. **History** ..... 1 unit

6. Electives .....5½ units

These electives are chosen from the usual subjects taught in good high schools.

Total .....15 units

Definition of Unit.

One **unit** represents a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Graduation from an approved high school, or Preparatory School of some college in good standing, would represent the amount of work required. All the units offered for entrance must represent work done **above** the eighth grade of the public schools.

Note: Students lacking a limited number of units may enter the freshman year of the college, conditioned on making up the deficit.

Work Required for the Degree A. B.

The degree A. B., in this college represents the same amount of work as that required in the College of Arts. The purpose of the work is to give the student training equal in every way to that given by classical and scientific studies. The time for completing this curriculum is four years. It is of equal length and merit with that of the College of Arts, hence the same degree is given.

I. **Required of all students:**

(a) Adv. Rhetoric and Composition—One year.
(b) Psychology and Logic—One year.
(c) Christian Evidences and Ethics—One year.
(d) Foreign Languages—Three years.

This requiremnt will be five years, unless the student offers two years of Foreign Language for entrance requirements.

Biblical studies comprise the major part of the course. As a supplement, liberal electives may be chosen from the College of Arts. This gives the student not only the technical prepara-

tion necessary for his work in the ministry, but furnishes him with a foundation for the broader culture and scholarship so helpful to the ministry of the present age.

II. **Free Electives** from either the College of the Bible or College of Arts, sufficient to make a total of at least 192 credits. The thesis will count as four credits.

III. **Thesis,** under conditions similar to those of the College of Arts.

Definition of Credit.

One credit represents one hour of recitations each week for one term. A student reciting 16 times each week for one term would receive 16 credits; for three terms, 48 credits; for four entire sessions of the University, 192 credits, the amount required for the degree A. B.

Work Required for the Degree A. M.

Graduates from this or other institutions of equal rank can easily obtain desirable work for one year in the College of the Bible, leading to the degree, Master of Arts. The conditions will be similar to those for the same degree in the College of Arts, to which those interested are referred.

Work Required for the Degree B. D.

With the full teaching force employed, the College of the Bible is able to offer a strong curriculum of three years to graduate students who will receive, on its completion, the degree B. D.

1. Entrance requirements.

(a) The degree A. B. from any reputable college or university.

(b) A minimum of two years classical Greek, or one year elementary New Testament Greek.

2. Required of all students.

(a) Hebrew and other Semitic languages, 36 credits.
(b) Biblical and Patristic Greek, advanced, 24 credits.

(c) Church History, 12 credits.

(d) Biblical Theology, including First Principles, 18 credits.

3. **Free electives from the College of the Bible,** sufficient to make a total of at least 150 credits.

4. **Thesis.** The thesis for this degree will call for much more research than that required for the degree A. B. It should be scholarly in its character, and show deep study in some chosen field. Details will be arranged by the committee on Graduate work.

NOTE—While this work will require three full years at least, students will be permitted to elect not more than 48 credits in Biblical studies in undergraduate work.

COURSES OF INSTRUCTION

DEPARTMENT M—EVIDENCES AND CRITICISM, CHRISTIAN BIOGRAPHY, AND SPECIAL BIBLE THEMES.

President Zollars

I.—Evidences and Criticism

1. **Christian Evidences.**—Christian teachers and preachers have always regarded the evidences for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the Scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian College should certainly be rooted and grounded in Christian Evidences that they may go

forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's **Divine Demonstration** and Bruce **Apologetics,** are used, together with other books of reference. Fall term, 3 hrs.

2. **Divinity of Christ.**--The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled "The King of Kings," by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented.

Fall term, 1 hr.

3.**The Higher Criticism.**—The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text-books; **The Higher Criticism.**—Green; **The Authorship of Deuteronomy.**—McGarvey.

Fall term, 4 hrs.

4.**The Higher Criticism.**—Course 3 continued.

Winter term, 2 hrs.

5. **Credibility and Inspiration.**—It is the aim of this study to set forth grounds on which the credibility of the Scriptures rests and to establish the claim for inspiration put forth by the Scriptures themselves and held by all evangelical Christians. Text-book: **Credibility and Inspiration.—McGarvey.**

Winter term, 3 hrs.

II.—SPECIAL BIBLE THEMES.

1. **First Principles.**—The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of prepara-

tion for the coming of Christ are traced, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the plea of the Disciples of Christ, and the Christian Creed. Text-books: **The Great Salvation.**—Zollars; **The Church of Christ.**—By a Layman. Fall term, 4 hrs.

2. **Hebrew Prophecy.**—The following topics are discussed: The character, training and pecularities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems. Text book: **Hebrew Prophecy.**—Zollars. Winter term 2 hrs.

3. **Biblical Introduction.**—This work consists of a general study of the books of the Old and New Testaments, the aim being to discover the leading purposes of each book. The question of authorship and date will also be taken up and briefly considered. The broad, general divisions of both testaments are pointed out. The aim in short, is to give an intelligent general view of the Bible as a whole as well as of separate books. Text-books: **The Word of Truth.**—Zollars Winter term, 2 hrs.

4. **Natural Theology.**—It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures. Text-books: Valentine and Fisher. Spring term, 2 hrs.

5. **Heathen Religions.**—It is the purpose of this study to present these religions, especially in their external features, in contrast with Christianity. This work will be given in lecture form. Fall term, 1 hr.

6. **New Testament Theology.**—The Christian system as

unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: **Christian System,** by Alexander Campbell.

Fall term, 4 hrs.

Bible Lectures.

Bible Lectures will be introduced throughout the year with considerable frequency. The preacher, his office, call, preparation and work; church officers and church organization; the Sabbath question and other general topics of interest will be discussed.

Prominent preachers of the state and of adjoining states will be called in to discuss special themes and ministerial problems.

III.—BIOGRAPHY.

This is a required course in reading. At least one or two of the books recommended should be read each term until the list is exhausted. A much more extended course along the same lines can be read with profit but all ministerial students will be expected to carefully read the following works before graduation:

1. **The Life of Christ.**—We believe that there is not any study for the ministerial student that is more profitable than the study of this life of Christ. It is our purpose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.**—A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is aforded that is instructive

and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. Stalker's **Life** is recommended.

3. **The Lives of Thomas and Alexander Campbell.**—The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This knowledge can best be secured by a study of the lives of those who led in this great work.

4. **Lives of the Pioneers.**—In the early days of the great Restoration Movement certain strong characters came prominently into view. They were men of strong personality and of peculiar natural endowment. They were pre-eminently suited to the time and to the work they were called upon to perform. A study of the lives of these men will give a better understanding of the spirit and genius of the great movement referred to than can be obtained in any other way. The Life of Walter Scott, Bartin W. Stone, John Smith, Samuel Rogers and several others can be read with much profit.

5. **Bible Characters.**—In addition to the life of Christ and the life of Paul, the lives of other prominent Bible characters should be read. Matheson's Representative Men of the Bible can be read with much profit. The purpose of this course is to study the characteristics of the great Bible characters and to group around them the Bible History, thus making it life-like and real.

DEPARTMENT N—HOMILETICS, HERMENEUTICS AND PASTORAL THEOLOGY.

President Zollars

1 and 2. **Homiletics.**—This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and

the professor thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others as reference books. Fall and Winter terms, 2 hrs.

3 and 4. **Hermeneutics.**—This work embraces a study of the laws that should govern in ascertaining the meaning of the Scriptures and the application of those laws to particular texts and portions of Scripture as a practical exercise. The work consists, not so much of an exegesis of small sections and verses, as of an unfolding of the purpose and meaning of books and larger paragraphs. It is of special value in drilling the student in exegetical and expository preaching. Several text-books are read but the work is largely practical. Winter and Spring terms, 2 hrs.

5. **Pastoral Theology.**—It is the aim of this study to acquaint the student with the duties devolving upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark: "an art rather than a science." It aims to instruct the student in many of the practical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the word. Text: Hoppin's Pastoral Theology and Gladden's Parish Problems.

6, 7 and 8. **Sermon Outlines.** Sermons, chiefly of an expository nature, are first delivered to the class and afterward the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to the principal divisions. The aim is not only to impart hermeneutical knowledge but also secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. Zollar's Sermon Notes Fall, Winter and Spring terms, 2 hrs.

1909-1910.

Fall Term.	Hrs.
Christian Evidences	4
Homiletics	4
The Higher Criticism	4
Winter Term.	**Hrs.**
Credibility and Inspiration	4
The Higher Criticism	4
Sermon Outlines	4
Spring Term.	**Hrs.**
Ethics	4
Sermon Outlines	4
New Testament Theology	4

1910-1911.

Fall Term.	Hrs.
Psychology (see Col of Arts)	4
Sermon Outlines	4
First Principles	4
Winter Term.	**Hrs.**
Psychology	4
Sermon Outlines	4
Hebrew Prophecy	2
Bible Introduction	2
Spring Term.	**Hrs.**
Logic	4
Sermon Outlines	2
Pastoral Theology	2
Hermeneutics	4

DEPARTMENT O.—SEMITIC LANGUAGES.

Instructor Taylor.

Without a knowledge of Hebrew it is hardly possible to understand the best commentaries of the Old Testament. The minister who assumes to preach the Word of God should know the languages in which it is written.

Every student is therefore urged to study Hebrew at least two years.

1. **Hebrew Grammar.**—Text-books: William R. Harper's Method and Manual, and Elements. First term, 5 hrs.

2. **Grammar and Reading.**—The work of the first term is continued and completed. A Vocabulary of 540 words is acquired. A part of Genesis is read. Text-books: Baer and Delitzsch's Hebrew Bible, and Davies' Lexicon. Second term, 5 hrs.

3. **Reading Hebrew.**—The work of this term will be a continuation of No. 2, as outlined above. Third term, 5 hrs.

4. **Syntax and Reading Hebrew.**—During this term the class will review the Hebrew Grammar and will read the book of Genesis and study the Syntax of various passages.

Text-books: Harper's Elements of Hebrew Syntax and Gesenius' Grammar. First term, 4 hrs.

5. **Syntax and Reading Hebrew.**—Selection from Historical Books will be read. Second term, 4 hrs.

6. **Reading Hebrew and Aramaic.**—During this term the student will complete Hebrew Syntax, accompanied with the reading of Historical selections, and will read the Aramaic parts of the O. T. Text-books: Brown's Aramaic Method. Third term, 4 hrs.

7. **Reading Historical Hebrew.** First term, 3 hrs.

8. **Reading Prophetical Hebrew** and a critical study of the book of Amos. Second term, 3 hrs.

9. **Reading Poetical Hebrew** and a comparison of poetical and prose accents. Text-books: Wick's Poetical and Prose Accents. Third term, 3 hrs.

10, 11 and 12. **Hebrew, 4th year.**—Alternating with courses 7, 8 and 9. Fall, Winter and Spring terms, 3 hrs.

DEPARTMENT P.—BIBLICAL AND PATRISTIC GREEK

Professor Marshall

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures

was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason ,the Greek writings of the church fathers are also studied.

The following courses are taught:

1. **New Testament Greek Grammar.**—In this introductory course the elements of grammar are learned by the **inductive method,** based upon the text of the Gospel of John. Several chapters are committed to memory, and the student has daily practice in writing the language. Text-book Harper and Weidner's **New Testament Greek Method;** or Huddilston's **Essentials of New Testament Greek.** Fall term, 5 hrs.

2. **Grammar and Reading.**—First term's work continued. Composition and study of paradigms go hand in hand with translation. The class reads the Epistles of John.
Winter term, 5 hrs.

3. **The Gospel of John.**—The class reads the Fourth Gospel, completes etymology and begins the study of syntax.
Spring term, 5 hrs.

4. **The Gospel of Matthew.**—Translation, and word studies Thorough review of all N. T. Greek paradigms. Prerequisite to this and all following courses, 1-3 or two years of classical Greek. Fall term, 4 hrs.

5. **The Gospel of Mark.**—Translation and study of syntax. **Green's N. T. Greek Grammar,** Sight reading of the **Apocalypse,** with discussion by the instructor of its linguistic peculiarities. Winter term, 4 hrs.

6. **The Gospel of Luke.**—Syntax continued.
Spring term, 4 hrs.

7. **Acts of Apostles.**—Special study of the N. T. Greek verb, based on Burton's **Moods and Tenses.** Prerequisite to this and all following courses, 4-6. Fall term, 4 hrs.

8. **Epistles of James, Jude, Peter and Hebrews.**—Syntax of the verb continued Winter term, 4 hrs.

9. **The Septuagint.**—Careful reading of selections from the **Psalter and Isaiah.** Sight readings and rapid translations in **Kings,** and in the non-canonical books **Wisdom of the Son of Sirach and I Maccabees,** Studies in the origin and history of the Greek Old Testament, its influence on the writers of the New Testament, and its contribution toward preparing the world for Christ.

Constant use is made of the **Septuagint** as a reference book in the other courses. Every quotation from the Old Testament is compared with the Septuagint, and, when the student is prepared, with the Hebrew Scriptures.

Spring term, 4 hrs.

10. **The Epistles of Paul.**—Careful translation of the earlier epistles. Reference work in Grammar, Winer or Buttman. Fall term, 4 hrs., 1911-12.

1. **The Epistles of Paul,** continued. Translation of the later epistles. Reference work in Grammar, continued.

Winter term, 1911-12.

12. **Patristic Greek Literature.**—Reading of the three early land marks **Teaching of the Twelve Apostles, Shepherd of Hermas, and Epistle of Clement,** and their bearings noted on pivotal words in the New Testament; selections from the Apology of Justin Martyr, describing the Christian ordinances in the second century; rapid readings from such authors as Chrysostom, Cyril, Eusebius, Origen and Basil, dealing with the worship and doctrines of the early Church, with general survey of the history of Christian Literature, until Latin became the official language of the Church. Spring term, 4 hrs., 1911-12.

Note—Courses 7, 8, 9 and 10, 11 and 12 are offered on alternate years.

Text and Reference Books preferred: Wescott and Hort, **Greek New Testament;** Thayer, **New Testament Greek Lexicon;** Liddell and Scott, **Abridged Greek Lexicon;** Van Ess, Septuagint; Lightfoot, **Patristic Greek Authors;** Burton, **Moods, and Tenses;** Green, Buttman, Winer, **New Testament Greek Grammar;** Vincent, **N. T. Greek Word Studies.**

DEPARTMENT Q.—OLD TESTAMENT LITERATURE.

Instructor Taylor.

1. **Old Testament History.**—This course comprises the study of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Fall term, 4 hrs.

2. **Old Testament History** continued. During the term the class will study the Law of Moses and the books of Joshua, Judges & Ruth. Winter term, 4 hrs.

3. **Old Testament History** completed. The books of Samuel, Kings, Chronicles, Ezra, Nehemiah and Esther. Spring term, 4 hrs.

4. **Prophets in English.**—A thorough study of the Major and Minor Prophets in their chronological order will be made during this term. Fall term, 4 hrs.

5. **Prophets in English.**—A continuation of course four. Winter term, 4 hrs.

6. **Prophets in English.**—During this term the class will finish the study of the Prophets. Spring term, 4 hrs.

7. **Old Testament Theology.**—Alternating with courses 4 to 6. Fall term, 4 hrs., not given in 1910-11.

8. **Old Testament Theology.** Winter term 4 hrs., see course 7.

9. **Old Testament Theology.** Spring term, 4 hrs., see course 7.

10. **Biblical Introduction.**—During this term the class will study Biblical Geography. Text-books: Hulbert's Bible Atlas. Fall term, 4 hrs.

11. **Biblical Introduction.**—This course comprises the study of the monuments and contemporary Semitic History Text-books: Price's Monuments and the O. T., and Goodspeed's History of the Babylonians and Assyrians. Winter term, 4 hrs.

12. **Biblical Introduction.**—In this course the class will study Textual Criticism of the Bible and the Canon of the Old Testament. Text-books: Price's The Ancestry of Our English Bible and William H. Green's Canon of the Old Testament. Spring term. 4 hrs.

DEPARTMENT R.—NEW TESTAMENT LITERATURE AND HISTORY

Professor Marshall

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: **American Standard Revised Version of the Bible.**

1. **The Gospels: Matthew and Mark.**—Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the Mount.** Every chapter and verse must be studied in the light of the best commentaries and reference books.

Fall term, 5hrs.

2. **The Gospels: Luke.**—Papers on selected themes, historical and expository, are presented by the student.

Winter term, 5 hrs.

3. **The Gospels: John.**—Review and Harmony of the Gospels. Essays on selected themes. Spring term, 5 hrs.

4. **Epistles of Paul.**—Earlier epistles studied in chron-

clogical order. Introduction, analysis and interpretation of each. Fall term, 3 hrs., 1911.

5. **Epistles of Paul.**—Later epistles. Method of study similar to 4. Winter term, 3 hrs. 1912.

6. **Miscellaneous Epistles and Apocalypse.**—Doctrines of each author carefully noted, and their relation to the Gospel message as a whole, interpreted. Emphasis is placed on the unity of their teachings. Spring term, 3 hrs. 1912.

7. **Acts of Apostles.**—The book is studied from the evangelistic and missionary points of view. The sermons, accounts of conversions, etc., are taken as models.—analysed and committed to memory. Fall term, 3 hrs.,

-- 8. **The Canon and the Text of the New Testament.**—A discussion of the history of the text and canon, with bearing on present New Testament problems. Text: Gregory. Winter term, 3 hrs.

9. **The Historical Background of the New Testament.**—(a) The History of the Jews as a nation during the Maccabean and Roman periods, from 165 B. C. to 70 A. D. Texts: **History of the New Testament Times,** by Mathews; **I Maccabees,** and reference work in Josephus and Schurer; (b) The Gentile Nations, their political, social and religious condition during the first century. Text Inge. Spring term, 3 hrs.

(Note—Courses 4-6 7-9 are given on alternate years.)

DEPARTMENT S.—CHURCH HISTORY AND MISSIONS

I.—Church History.

Professor Horne

1. **General Church History.**—Ancient and Mediaeval Eras. Text: Fisher. Fall term, 4 hrs.

2. **General Church History.**—Modern Era to the Peace of Westphalia, (1517-1648). Winter term, 4 hrs.

3. **General Church History.**—Modern Era, 1648, to the present time, including a study of the Current Reformation. Spring term, 4 hrs.

II.—Christian Missions
Professor Marshall

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquests of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered.

1. **Hawaii and the Philippines.**—Lectures; **The New Era in the Philippines,** Brown; and Government Reports.
Fall term, 1 hr.

2. **India.**—Text: **The Christian Conquest of India,** Thoburn. Biographies of Carey and Judson. Winter term, 1 hr.

3. **Foreign Work of the C. W. B. M.** Spring term, 1 hr.

(Note. Courses 1-3 were taught during 1908-9.)

4. **Japan.**—Text: **Sunrise in the Sunrise Kingdom,** DeForest and **Biography of Verbeck,** Griffis. Fall term, 1 hr.

5. **Japan.**—Lectures. The instructor having spent two years as a missionary in Japan, will give the results of his observations, with especial reference to the work of the F. C. M. S. A few open lectures, illustrated by stereopticon views, will be given. Supplemental work, **The Religions of Japan,** by Griffis.
Winter term, 1 hr.

6. **Polynesia.—Life of John G. Paton,** and pioneer work in the various groups of South Sea Islands. Lectures based on the collections in the Polynesian Museum of Honolulu.
Spring term, 1 hr.

(Note—Courses 4-6 were offered during 1909-10.)

7. **Africa.** Naylor and **Bolenge,** by Mrs. Dye.
Fall term, 1 hr.

8. **China**—Text: **Dawn on the Hills of T'ang,** Beach.
Winter term, 1 hr.

9. **China and Thibet.**—Texts: **Life of Morrison,** and **With the Thibetans in Tent and Temple,** Rijnhart.
Spring term, 1 hr.

(Note—Courses 7-9 will be offered during 1910-11.)

10, 11 and 12. **General Survey of History of Missions.**—A series of lectures on first efforts to Christianize Europe and the western continents. Supplemental text for class, Bliss, **Concise History of Christian Missions**, and miscellaneous readings. Fall, Winter and Spring terms.

(Note—Courses 10-12 will be offered during 1911-12.)

DEPARTMENT T.—STUDIES IN COLLEGE OF ARTS.

All the departments of the College of Liberal Arts are open to the students of the Bible College and in arranging their curricula they are free to choose any of the courses as electives, without extra charge.

Required Work

1. **English.**—For required work see Dep't. A.

2. **Psychology and Logic.**—For required work see Dep't. H.

Electives

Among the many subjects helpful in broadening thought for young ministers may be mentioned **Geology**, which throws much light on **how God** created the earth; **Biology**, which may be studied in the light of Genesis, dealing with the creation of man, and his connection, if any, with the lower animals; **Sociology**, which deals with many modern problems which demand the attention of the pulpit; **Ancient History**, which deals with nations and religions contemporary with Bible History. All these, and other important electives, will be found in the College of Arts

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DEPARTMENT U.—PUBLIC SPEAKING

Prof. Lyon.
Mrs. Hanson.

Next in importance to the **message** of the preacher is the **manner** in which it is delivered. For full information, see School of Oratory.

FORMULATED CURRICULA LEADING TO THE DEGREE A. B.

For the convenience of the younger students the following Groups of Studies are selected to assist them in arranging their work. They need not be considered as compulsory, since the elective system prevails. Several other groups, with equal merit, could easily be arranged.

Group 1.

This is composed of Biblical studies, with the exception of a minimum of work in the College of Arts which is required of all candidates for the degree, Bachelor of Arts. It is not probable that any one student will elect all of the Bible studies here given.

Freshman.	Hrs.
Adv. Rhetoric and Composition	4
N. T. Greek (Elementary)	5
Gospels	5
History of Missions	1
First Principles and Hebrew Prophecy	2
Text and Canon and Semtic History	4
	21

Junior.	Hrs.
Hebrew Advanced	4
Biblical Greek	4
O. T. Theol. or Prophets	4
Church History	4
Lectures	2
	18

Sophomore.	Hrs.
N. T. Greek (advanced)	5
O. T. History	4
Acts and Epistles	3
Biblical Introduction and Nat. Theol.	2
Church History	4
Hebrew, (El)	4
	22

Senior.	Hrs.
Psychology and Logic	3
Christian Evidences and Criticism of Prophets	3
Hebrew	4
N. T. Epistles or O. T. Theology	4
Lectures	1
Text, Criticism and Credibility	2
	17

Group II

This Group differs from Group I in that it has a much larger selection of studies from the College of Arts, with a corresponding less amount of Biblical studies.

Freshman.	Hrs.
Advanced Rhetoric and Composition	4
N. T. Greek (el.) or other language	5
First Principles	2
History of Greece and Rome	3
Biology (or Gospels)	4
	18

Sophomore.	Hrs.
Hebrew (El.)	4
English Literature	4
N. T. Greek (or other Foreign Language)	5
Chemistry (or O. T. History)	4
European History (or Text and Canon and Semitic History	4
	21

Junior.	Hrs.
Hebrew, Advanced or other language	5
N. T. Greek or other language	4
Prophets (or Political Science and Sociology)	4
Church History	4
Lectures	2
	18

Senior.	Hrs.
Hebrew (or other language)	4
N. T. Epistles (or Eng. lit.)	4
Christian Evidences and Criticism	3
Psychology and Logic	3
Geology, or Textual Criticism, Credibility	2
Lectures	1
	17

FORMULATED CURRICULUM LEADING TO THE DEGREE, B. D.

First Year

Required: Hrs. Throughout the year.

Hebrew (Elementary) 4
N. T. Greek (advanced) 4

First Principles 4

Required 12

Elective:

O. T. History.....4
Gospels 5
Christian Evidences and Ethics.....3
Lectures 2
History of Missions.....1

Note: Choose 4 to 6.

Second Year

Required:

Hebrew (advanced) 4
Biblical and Patristic Greek.....4
Church History 4
Biblical Theology 4

Required 16

Elective:

Acts and N. T. History.....3
Hermeneutics and Homiletics.....3
History of Missions 1
History of Christian Doctrine.....3
Lectures 2

Note: Choose 4.

Third Year

Required:

Hebrew 4

Electives: Hrs.

N. T. Epistles 4
Prophets 4
Higher Criticism and Credibility.....3
Semitic History.....4
Natural Theol. and Textual Criticism.....3
Lectures 2

Note: Choose 12 to 15.

SCHOOL FOR CHURCH WORKERS

In connection with the College of the Bible, facilities are provided for the training of Church Workers, Pastoral Helpers, Singing Evangelists and Bible Teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS

Hrs. throughout the year.

English Bible, Old Testament	4
English Bible, New Testament	4
History of Teaching of the Disciples of Christ	2
Pastoral Work and Christian Evidences	3
Sacred Music and Choral Singing	2
Solo Singing	2
History of Missions	1
Special Lectures on Church Finance, Sunday School Work, etc.	1
Typewriting and Stenography	4

Each student is expected to take 16-18 hrs. per week, and may elect any of the above studies.

Self Help

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the

necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Pulpit Supply

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collected all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach.

The Ministerial Association

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is $1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the association.

The Executive Committee consists of two professors and the officers (students) of the association. To this committee has been assigned the work of pulpit supply. No student is allowed to preach until his advancement and ability are adequate. Churches needing preachers are invited to correspond with the committee. At present a large number of competent, experienced men are filling important pulpits within a radius of 150 miles of Enid.

Teachers College
and
Preparatory School
(University High School)

Teachers College

FACULTY

E. V. ZOLLARS, A. M., LL. D., President

A. F. REITER, A. B.*
Higher Mathematics

SAMUEL H. HORN, A. B.*
Civics

GUY K. STANTON, A. M.*
Biology

JOSEPH SMITH, A. B.*
German ||

MAUDE WAITE MARSHALL, A. B.
Natural Sciences and History

CHARLES PRATER, B. S., M. Accts.
Commercial Branches

CLAUDE C. TAYLOR, A. M.
English

ANDREW G. SMITH, A. B.
Latin

SAMUEL G. HART
Music

HELEN PURMORT
Drawing

LAURA LEIGH HANSON
Oratory

*Professor in College of Arts.
||To be taught by others during 1910-11.

PURPOSE AND METHOD OF THE COLLEGE

The Teachers' College will be organized along with the other departments of the University to prepare students thoroughly for positions in our common schools and high schools as well as for principals, department instructors and superintendents.

Students will be prepared to enter the state and county teachers' examinations for all grades of teachers' certificates.

The primary object of the Normal College is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology, etc., besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach; hence we confidently advise all students to make liberal use of this work in choosing their electives. In pursuing this course, there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus rendering it invaluable to the teacher as well as to the business and professional man.

In the following outlines of work, the purpose has been to cover **every subject** required by the Board of Education for certificates to teach in the public schools. The state authorities recognize and accept the work done by all first class institutions, provided the required subjects are taught, and the grades of the students are good.

AN APPROVED INSTITUTION

The State Board of Education has placed Oklahoma Christian University on the list of approved institutions of learning. All grades received here will be accepted by the State Superintendent of Instruction. The student who successfully com-

pletes the courses outlined in the curricula below will be granted the proper certificate without further examinations.

THIRD TERM REVIEW FOR TEACHERS

For the benefit of teachers whose schools close in the early spring, arrangements have been made for special third term reviews beginning March 22. These reviews are complete, covering the most important principles of the entire subjects.

Full information will be given on application. Those interested in the Third Term Reviews should write for the University Bulletin, January Number, 1911.

CURRICULUM

I.—GRAMMAR SCHOOL CERTIFICATE

First Year

Fall Term

Arithmetic (5)
Geography (5)
U. S. History (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Winter Term

Arithmetic (5)
Geography (5)
U. S. History (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Spring Term

Review Arithmetic (5)
Review Geography (5)
Adv. Am. History (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Second Year.

Fall Term

El. Algebra (5)
Physical Geog. (5)
Civics (5)
Rhetoric and Composition (5)
Agriculture (5)

Winter Term

El. Algebra (5)
Physical Geog. (5)
Okla. History (5)
Rhetoric and Composition (5)
Bookkeeping (5)

Spring Term

El. Algebra (5)
Okla. Constitution (5)
Rhetoric and Composition (5)
Domestic Science (5)
Class Elocution

Third Year

Fall Term

Am. and Eng. Lit. (5)
Gen. History (5)
Physiology (5)
Physics (5)
Penmanship
Interpret. Reading

Winter Term

Am. and Eng. Lit. (5)
Gen. History (5)
Physiology (5)
Physics (5)
Penmanship
Interpret. Reading

Spring Term

Am. and Eng. Lit. (5)
Gen. History (5)
Rev. Physiology (5)
Physics (5)
Theory and Practice

II.—HIGH SCHOOL CERTIFICATE

Fourth Year

Fall Term

Plane Geom. (5)
Latin or German (5)
El. Psychology (5)
Adv. Rhetoric (5)

Winter Term

Plane Geom. (5)
Latin or German (5)
Hist. Education (5)
Adv. Rhetoric (5)

Spring Term

Plane Geom. (5)
Latin or German (5)
Philosophy of Education (5)
Adv. Rhetoric (5)

Fifth Year

Fall Term

Solid Geom. (5)
Adv. Physics (5)
Elocution or History of Art.
Elect two from the following
(10) Botany, Chemistry, Geology, Zoology, Adv. Agriculture.

Winter Term

Adv. Physics (5)
Elocution or History of Art
Elect two from the following:
(10) Eng. Hist., Logic, Ethics, Polit. Economy, Sociology, Anc., Med., Mod. History.

Spring Term

Adv. Algebra (5)
Adv. Physics (5)
Elocution or History of Art
Electives of Winter Term continued (10).

The Preparatory School

(UNIVERSITY HIGH SCHOOL)

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

A. F. REITER, A. B.*
Instructor in Mathematics

SAMUEL H. HORNE, A. B. *
Instructor in Civics

GUY K. STANTON, A. M. *
Instructor in Natural Sciences

JOSEPH E. SMITH, A. B. **
Instructor in German

MAUDE WAITE MARSHALL, A. B.
Instructor in History and Natural Sciences

CLAUDE C. TAYLOR, A. M.
Instructor in English

ANDREW G. SMITH, A. B.
Instructor in Latin

HELEN PURMORT,
Instructor in Drawing

CHARLES M. PRATER, B. S., M. Accts.
Instructor in Commercial Branches

LAURA LEIGH HANSON
Instructor in Oratory

ERIC LYON
Assistant in Laboratory

*Professor in College of Liberal Arts.
**Absent during 1910-11.

SCOPE OF THE SCHOOL

The Preparatory School covers the work done in the first class High Schools, whose curricula embrace four years of instruction. As many students of the Preparatory School, however, are of mature age, with whom time is an object, the studies have also been grouped so that a bright, industrious student can do the four years' work in three years. Thoroughness will not be sacrificed for speed, and those who can not do the prescribed amount of work in three years, must take more time.

Diplomas

Those who complete successfully the work of the Preparatory School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of first class High Schools. The holder will be admitted to the freshman year of this College of Liberal Arts without examination.

Entrance Requirements

Students coming from other schools must present evidence that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Preparatory year will cover the work of the common schools of the state, including satisfactory completion of the **Eighth Grade.**

Work Required for Graduation

1. **Mathematics,** Academic Arithmetic, one term. **Algebra,** three terms. **Geometry,** three terms. **Solid Geometry,** or a fourth term of **Algebra,** may be substituted for Academic Arithmetic.

II. **English, Academic Grammar and Composition,** three terms. **Rhetoric,** three terms. **Literature,** three terms.

III. **Foreign Languages, two years of Latin or German.** ---

Note 1—French and Spanish may be offered if desired.

Note 2—Bible students who elect five years of Biblical Languages in the college may offer substitutes for requirement III.

IV. **Natural Sciences. Physics,** three terms. Laboratory work strongly recommeded.

V. **General History,** three terms.

VI. **Free Electives,** sufficient to make a total of 225 credits. This is equivalent to fifteen units of high school work.

Notes 1—A maximum of 24 credits may be elected from the Colleges of Music, Fine Art, and Oratory. One lesson per week for a term will count as one credit in Preparatory School.

Two College credits are allowed for expression work in class reciting four times a week with a half hour of daily practice, two and one-half credits with one hour of daily practice, and three credits for one and one-half hour's practice.

Note 2—A maximum of 30 credits may be elected from the College of Business; 35 credits are allowed in Special Departments. Extra Tuition is charged for work in the Special Departments.

Note 3—Third Preparatory Latin, German and Solid Geometry will be counted as college credits, receiving only 4 credits per term, in case the student does not need them for graduation in the Preparatory School.

Definition of Preparatory Credit

One credit means one recitation of 45 minutes each week for one term. A student with 25 recitations per week would gain 25 credits a term, or 75 during the year's work, thus completing the work in three years. A student reciting 20 times per week will complete the work in four years.

Credits in Terms of Units

15 credits count as 1 unit of High School work.

CURRICULUM

The following curricula have been prepared with the view of giving the student the best possible fundamental training for a college course. Wherein it differs from courses offered by first class High Schools, fair equivalents will be accepted as substitutes. 25 recitations per week is the maximum limit for each student.

Only very capable, industrious students can do so much work

in three years. All others must spend three and a half or four years.

The subjects marked * are required of all students.

The University High School Curriculum

(The student must elect 20 periods each week.)

FIRST YEAR.

Fall Term

*El. Algebra ----------5
*Adv. Grammar and Composition - - - - - - - - -5
Physical Geography -------5
First year Latin ----------5
or
El. Astronomy ----------5
Drawing - ----------1
Music.
Art.
Commercial Branches

Winter Term.

*El. Algebra ----------5
*Adv. Grammar and Composition --- --- -----5
Physical Geography -------5
First year Latin ----------5
or
Agriculture --- ------ -----5
Drawing ------ ----------1
Music.
Art.
Commercial Branches

Spring Term

*El. Algebra ----------5
*Adv. Grammar and Composition - - - - - - -5
El. Geology ----------5
First year Latin ----------5
or
Domestic Science ---------5
Drawing ------ ----------1
Music
Art.
Commercial Branches

SECOND YEAR.

Fall Term.

*Plane Geometry ----------5
*Rhetoric and Composition - - - - - -5
Civics --- --- ----------5
Latin, Second year--------5
or
German, First year---------5
Drawing ------------------1
Music
Art
Commercial Branches

Winter Term.

*Plane Geometry ----------5
*Rhetoric and Composition-5
Oklahoma History ---------5
Latin, Second Year--------5
Or
German, First Year---------5
Drawing ---- ----------1
Music
Art
Commercial Branches

Spring Term.

*Plane Geometry ----------5
*Rhetoric and Composition-5
Oklahoma Constitution-----5
Latin, Second Year--------5
Or
German, First Year--------5
Drawing- --- ----------1
Music
Art
Commercial Branches

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*Subjects "starred" are required of all students.

THIRD YEAR.

Fall Term.

*Am. and English Literature - ----------5
Solid Geometry ----------4
*General History ----------5
Physiology --- ----------5
Latin, Third Year----------5
Or
German, Second Year------5
Elocution
Music
Commercial Branches

Winter Term.

*Am. and English Literature --- ----------5
Plane Trigonometry ------4
*General History ----------5
Physiology --- ----------5
Latin, Third Year---------5
Or
German, Second Year------5
Elocution
Music
Commercial Branches

Spring Term.

*Am. and English Literature- --- ----------5
Spherical Trigonometry----4
*General History ----------5
Physiology --- ----------5
Latin, Third Year---------5
Or
German, Second Year------5
Elocution
Music
Commercial Branche s

FOURTH YEAR.

Fall Term.	Winter Term.
Adv. Algebra ----------4	Adv. Algebra ----------4
El. Psychology ----------5	History of Education-------5
*Physics, text book--------5	*Physics, text book--------5
Physics, Laboratory work--5	Physics, Laboratory work--5
Elocution	Elocution
Music	Music
Commercial Branches	Commercial Branches

Spring Term.

High School Arithmetic----5
Adv. American History-----5
Or
Philosophy of Education---5
*Physics, textbook --------5
Physics, Laboratory work--5
Elocution
Music
Commercial Branches

CURRICULUM

Arranged on a basis of three years' time.

(The student must elect 25 periods each week.)

FIRST PREPARATORY.

Fall Term.

*El. Algebra ----------5	First Year Latin----------5
*Adv. Grammar and Composition ----------5	Or
	Agriculture -- ----------5
Physical Geog. ----------5	Drawing --- ----------1
Civics --- ----------5	Music
	Commercial Branches

*Subjects "starred" are required of all students.

Winter Term.

*El. Algebra ----------5
*Adv. Grammar and Composition --- ----------5
Physical Geog--- ---------5
Oklahoma History --------5
First Year Latin----------5
Or
Astronomy --- ----------5
Drawing --- ----------1
Music
Commercial Branches

Spring Term.

*El. Algebra ----------5
*Adv. Grammar and Composition --- ----------5
El. Geology ----------5
Oklahoma Civics ----------5
First Year Latin----------5
Or
Domestic Science ---------5
Drawing --- ----------1
Music
Commercial Branches

SECOND PREPARATORY.

Fall Term.

*Plane Geometry ----------5
*Rhetoric and Composition-5
*General History ---------5
Physiology --- ----------5
Latin, Second Year---------5
Or
German, First Year-------5
Drawing --- ----------1
Music
Commercial Branches

Winter Term.

*Plane Geometry ---------5
*Rhetoric and Composition-5
*General History ----------5
Physiology --- ----------5
Latin, Second Year--------5
Or
German, First Year--------5
Drawing --- ----------5
Music
Commercial Branches

Spring Term.

*Plane Geometry ----------5
*Rhetoric and Composition-5
*General History ---------5
Physiology --- --- --------5
Latin, Second Year---------5
Or
German, First Year--------5
Drawing --- ----------1
Music
Commercial Branches

*Subjects "starred" are required of all students.

THIRD PREPARATORY.

Fall Term.

Solid Geometry ----------4
*Am. and Eng. Lit--------5
*Physics, text book--------5
Physics, Laboratory work--5
El. Psychology ----------5
Latin, Third Year---------5
Or
German, Second Year------5
Elocution
Art
Commercial Branches

Winter Term.

Plane Trigonometry -------4
*Am. and Eng. Lit---------5
*Physics, text book--------5
Physics, Laboratory work--5
History of Education------5
Latin, Third Year----------5
Or
German, Second Year-----5
Elocution
Art
Commercial Branches

Spring Term.

Spherical Trigonometry ---4
*Am. and Eng. Lit--------5
*Physics, text book--------5
Physics, Laboratory work--5
Adv. American History-----5
Or
Philosophy of Education----5
Latin, Third Year----------5
Or
German, Second Year------5
Elocution
Art
Commercial Branches

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*Subjects "starred" are required of all students.

Courses *of* Instruction

I.—NATURAL SCIENCES

First Year.

A. **Physiography.**—The earth as a member of the solar system; its form, size, movement; the origin, development and classification of land forms and their casual relations to social and economic conditions. Text-book and observational work required. Dryer's Physiography. Fall term, 5 hrs.

B. **Physiography.**—Continuation of A. Dryer's text completed. Winter term, 5 hrs.

C. **Elementary Geology.**—An easy text will be used, showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented, to a limited extent, by field excursions, in order to place the student in contact with the most common geological phenomena. Shaler and Heilprin. Spring term, 5 hrs.

D. **Agriculture.**—A discussion of general farm problems, mechanics, soil conditions, live stock, etc. Text, Jackson. Fall term, 5 hrs.

E. **Astronomy.**—An elementary course dealing with the simp'er movements of the heavenly bodies; the names and location of some of the better known planets and constellations. Text, Young's Elements. Winter term, 5 hrs.

F. **Domestic Science.**—Using state text. Boston Cooking School. Lincoln, supplemented by Wilson. Spring term, 5 hrs.

Third Year.

A. **Physiology.**—An elementary presentation of the following subjects: Bones, muscles, foods, digestion, blood and its

circulation, and respiration. Text, Blaisdell's Practical Physiology. Fall term, 5 hrs.

B. **Physiology.**—Continuation of Course A, treating of the excretory organs, nervous system, special senses, throat and voice, accidents and emergencies, narcotics and stimulants. Blaisdell's text completed. Winter term, 5 hrs.

C. **Physiology.**—A review course, covering most important features of Blaisdell's text, with the experimental work. A good manikin and skeleton, also charts, are available for the work in Physiology. Spring term, 5 hrs.

Fourth Year.

A. **Physics.**—An elementary treatment of measurement and mechanics of solids, fluids and gases. Text, Milliken and Gale's Physics, eight chapters. Laboratory text, same author, 18 experiments and notes.

Fall term, 5 hrs., and Laboratory, 5 hrs.

B. **Physics.**—A continuation of the previous course treating of heat, magnetism and electricity. Text, chapters 9-16, experiments, 19-37. Winter term, 5 hrs., and Laboratory, 5 hrs.

C. **Physics.**—Above text and laboratory work completed. Text, chapters 17-22, experiments, 38-50.

Spring term, 5 hrs., and Laboratory, 5 hrs.

Note—The above courses in Laboratory Physics are meant to give the student abundant practice in the manipulation and care of apparatus, to train him in careful observation, and accurate deductions from observed phenomena, and neat and correct methods of expression. These courses may be taken separate from the text work during any term by review students or teachers.

No credit will be allowed for laboratory work unless the laboratory book is presented for approval.

II.—MATHEMATICS

First Year.

A. **Algebra.**—A beginner's course, extending through frac-

tions, emphasizing factoring. Text, Milne's Academic Algebra. Fall term, 5 hrs.

B. **Algebra.**—Simple and simultaneous simple equations, involution, evolution and theory of exponents. Text, Milne's Academic Algebra. Winter term, 5 hrs.

C. **Algebra.**—Radicals and quadratic equations. Text, Milne's Academic Algebra. Spring term, 5 hrs.

Second Year.

A. **Plane Geometry.**—Rectilinear figures and the circle. The demonstration of original propositions to be presented in writing accompanied by appropriate drawings. Text, Shutt's Plane and Solid Geometry, books 1 and 2. Fall term, 5 hrs.

B. **Plane Geometry**—Proportional lines and surfaces, comparison and measurement of polygons and their relation to the circle. Text, Shutt's Plane and Solid Geometry, books 3 to 5. Winter term, 5 hrs.

C. **Plane Geometry.**—A review of the entire subject demonstrating original propositions only. Texts, Shutt's, Bush and Clark's, Slaught and Lennes', Phillips and Fisher's, et al. Spring term, 5 hrs.

Third Year.

D. **Solid Geometry.**—Lines, planes, polyhedrons, cylinders, cones, and spheres. Original problems will be demonstrated in writing, accompanied with appropriate drawings, and will be preserved in approved note book form. Text, Shutt's Plane and Solid Geometry, books 5 to 7. Fall term, 4 hrs.

E. **Plane Trigonometry.**—The natural trigonometric functions of angles are first introduced and their relation to plane geometry is clearly pointed out. All kinds of triangles are solved without logarithms. Text, Granville's Plane and Spherical Trigonometry. Winter term, 4 hrs.

F. **Plane and Spherical Trigonometry.**—Theory and use of logarithms in the solution of all classes of triangles. Spherical triangles, Napier's analogies, applications of spherical trigo-

nometry to the celestial and terrestrial spheres. Text, Granville's. Spring term, 4 hrs.

Fourth Year.

D. **Algebra.**—A review of the first year of algebra in which the functional notation, graph, and determinants are introduced. The following subjects are also studied: inequalities, binomial theorem, variation and progression. Text, Rietz and Crathorne's College Algebra. Fall term, 4 hrs.

E. **Algebra.**—Variations, progressions, imaginary and complex numbers, inequalities, variables and limits, indeterminate equations, binomial theorem, logarithms, undetermined coeficients, permutation. Text, Milne's Academic Algebra. Winter term, 4 hrs.

F. **Arithmetic.**—An advanced course requiring a ready knowledge of algebra and geometry. Laboratory exercises, vocational problems, formation of arithmetical rules from algebraic generalizations. Text, Stone and Milne's Secondary Arithmetic. Spring term 5 hrs.

III.—GERMAN.

The Preparatory study of German is two years in length. Students are carefully drilled in pronunciation and the rudiments of grammar. Emphasis is laid upon the following: (1) Use of the spoken language in the classroom. (2) Pronunciation. (3) Prose composition. (4) Reproduction.

This course lays the basis for higher work in the classics and literature in the college, but will be complete in itself in so far as it will aim to furnish a practical working basis that will be of distinct advantage for practical life and will give a reading knowledge of the language.

Second Year.

A. **Becker's Elements of German.**—Worman's First German Book and Mueller and Wenckebach's Gluck Auf. Fall term 5 hrs.

B. **Becker's Elements of German.**—Mueller and Wencke-

bach's Gluck Auf, Ford's Elementary German for Sight Translation. Winter tern, 5 hrs.

C. **Becker's Elements of German** completed, Mueller and Wenckebach's Gluck Auf, Ford's Elementary German for Sight Translation, Heyse's L'Arrabiata, Oral and Writing Exercises. Spring term, 5 hrs.

Third Year.

D. **Reviews in Elementary Grammar.**—Study of Syntax and elements of Etymology. Prose composition based on texts read. Reproduction. Reading in sight from narrative prose. Conversation. The language of the classroom is German just as far as circumstances permit. Memorizing of poems continued. Kruger and Smith's German Conversation. Thomas' Practical German Grammar Part II. Bernhardt's German Composition. Storm's Immensee and Baumbach's Der Schwiegersohn.

E. **Bernhardt's German Composition** continued and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Wilhelm Tell.
Winter term, 5 hrs.

F. **Harris' German Composition** and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Lessing's Minna Von Barnhelm and Freytag's Die Journalisten. Spring term, 5 hrs.

IV.—ENGLISH

In this department the aim is (1) to master the laws of the sentence in Grammar; (2) to learn the elementary principles of discourse and acquire facility in composition; (3) to obtain a general knowledge of both English and American Literature. Since English is the avenue of thought no study is of more importance. Three full years of daily recitation in English are required of all who graduate from the Preparatory school.

First Year.

A. **Academic Grammar and Composition.** This work follows grammar of the Eighth Grade, and is not a substitute for it. The parts of speech: Nouns, Pronouns, Adjectives, Verbs and Verbals. Text, Baskerville and Sewall. Classics: Silas Marner, Great Stone Face, Legend of Sleepy Hollow.
First term, 5.

B. **Academic Grammar and Composition.**—Continuation of Course A. Parts of speech completed. Analysis of the Sentence. Classics: Vision of Sir Launfal, short poems.
Winter term, 5.

C. **Academic Grammar and Composition.** Syntax. Classic: Ivanhoe. Spring term, 5.

Second Year.

A. **Rhetoric.** Exercises in Simple Composition, Narration, Description, Story-telling. Classics: Idylls of the King. Courtship of Miles Standish. First term, 5.

B. **Rhetoric.** Dictionary and Grammar. Rhetoric in Practice. Classics: Ivanhoe, House with Seven Gables.
Winter term, 5.

C. **Rhetoric.** Rhetoric in Practice continued. Classics: Merchant of Venice, Lady of the Lake. Spring term, 5.

Third Year.

A. **American Literature.** Text, Painter's American Literature. Fall term, 5.

B. **English Literature.** Text, Whiteford's Anthology, and Greenlaw's selections from Chaucer. Anglo-Saxon Poetry.
Winter term, 5.

C. **English Literature.** The Elizabethan Era.
Spring term, 5.

V. LATIN LANGUAGE AND LITERATURE.

First Year.

A. **Elementary Latin.** Starting with the rudiments, the aim is to acquaint the student with all the regular forms and

common constructions found in Caesar's Gallic War.

The text book used is Bellum Helveticum,—Lessons 1-45.

Fall term, 5.

B. **Elementary Latin** continued, Bellum Helveticum,—Lessons 45-90. Winter term, 5.

C. **Elementary Latin.** The first part of Caesar Book 1 is read during the latter part of this course.

Spring term, 5.

Second Year.

D. **Caesar, Book 2.** This course is intended for those who have completed the course in Elementary Latin. Special attention is given to a review of forms and syntax,—exercises in prose composition based upon the text.

Fall term, 5.

E. **Caesar,** Books 3-4. The more difficult constructions of Caesar are studied, and further practice is given in prose composition. Winter term, 5.

F. **Caesar,** Book 1. The latter part of Book 1, the war with Ariovistus, is read. While forms, syntax, and prose composition continue to be studied, indirect discourse receives special attention. Students are required to change all the passages in indirect discourse to direct discourse.

Spring term, 5.

Third Year.

G. **Cicero's Orations.**—In Catilinam 1-4. This course includes translation, a review of forms and more difficult constructions, exercises in Latin Composition based upon the portion of text assigned in each lesson, and the history of the period. Fall term, 5.

H. **Vergil's Aeneid,** Books 1-2. The work includes a study of prosody, word derivation, construction peculiar to the poets, and the more common rhetorical figures. Winter term, 5.

I. **Vergil,** Books 3-4. This course is a continuation of the work of the second term and lays emphasis upon elegance of translation, the mythology, and the literary style of Vergil.

Spring term, 5.

VI. HISTORY AND CIVICS.

Second Year.

A. **Civics.** Text, Analysis of Government, Townsend. Fall term, 5.

B. **History of Oklahoma.** Text, Thoburn and Holcomb. Winter term, 5.

C. **Constitution of Oklahoma.** Text, Evans-Bunn. Spring term, 5.

Third Year.

A. **General History.** This is a course in Ancient History, including Greece and Rome. Text, West's Ancient World. Fall term, 5.

B. **General History.** This will be devoted to Mediaeval History. Text, Harding. Winter term, 5.

C. **General History.** Modern History, with completion of the subject. Text, Harding. Spring term, 5.

Fourth Year.

A. **American History.** An academic course. May also be open for a review to teachers. Text, Hart's Essentials. Spring term, 5.

VII. EDUCATION

Fourth Year.

A. **Elementary Psychology.** In this and following courses, state approved texts will be used. The Department of Education belongs properly to the Teachers' college, but these subjects are elective in the High School or College of Arts and Sciences. Fall term, 5.

B. **History of Education.** Winter term, 5.

C. **Philosophy of Education.** Spring term, 5.

VIII. DRAWING

First Year.

A. B. and C. Mediums: Chalk, pencil, water colors.

Drawing from objects: Action figures from life.

Grouping: Mass, sketching, modeling of objects, animals, etc. Simple studies of design.

Patterns of type forms: Clippings and criticisms of newspaper and magazine illustration.

Fall, Winter and Spring terms, 1.

Second Year.

C. D. and E. Mediums: Chalk, charcoal, pencil, colors, clay.

Sketching from object: Casts, life and nature.

Wash drawings: Chalk modeling, pictorial composition.

Design, (working drawings of objects and original plans): Modeling in low relief, study of masters and masterpieces in art. Fall, Winter and Spring terms, 1.

IX. SPECIAL DEPARTMENTS

For electives in **Fine Arts, Music, Commercial Branches, Normal Studies and Oratory,** the student is referred to these Special Schools and Colleges.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

College *of* Business

College *of* Business

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

C. M. PRATER

Shorthand, English, Court Reporting, Arithmetic, Rapid Calculation.

C. V. CRUMLEY

Bookkeeping, Penmanship, Banking, Spelling, Commercial Law.

To be supplied,

Typewriting, Mimeographing, Tabulating, Dictation to the Machine, Care of Machine, Duplication.

COURSE OF STUDY

BUSINESS COURSE

Bookkeeping — Banking

Penmanship — Spelling

Commercial Arithmetic

Punctuation — Commercial Law

Business Correspondence

Rapid Calculation — English

SHORTHAND COURSE

Shorthand — Typewriting

English — Spelling

Business Correspondence

Punctuation — Tabulating

Actual Stenographic Practice

Carbon Duplicating — Court Reporting

Dictation to the Machine

Mimeographing — Care of Machine

College *of* Business

The College of Business of the Oklahoma Christian University is designed to furnish, to all those desiring such, a thorough, practical and up-to-date business education. Commercialism is the spirit of the age; and no person who expects to make his a business career can afford to attend a school of inferior merits, but must, in this age of competition, attend the best.

The fact that the College of Business is a department of the University itself gives it an added prestige over other business colleges, thereby making it a very desirable school to attend. Students in this department have the advantage of taking work with specialists in other departments of the University, where desired. They also have access to the library at all times, and have the privilege of attending literary societies, lectures, musicals and the like.

Though it is desirable that students should enter at the beginning of the semester, the work is so planned and conducted that they may enter at any time, and will always find classes adjusted to their needs.

ACTUAL BUSINESS

It is true that there are many temptations offered to prospective pupils by overestimating the results which can be attained by what is called "actual business" in common business colleges. It is impossible for any school of business to present a genuine business course. It is true that miniature bales, boxes and samples of merchandise may be handled by students in their practice, yet no railroads or steamboats are actually engaged in conveying the goods bought and sold.

Greater or less importance may be placed upon this method of teaching a business course, yet we must all remember that in large business enterprises and manufacturing establishments the corps of bookkeepers employed to keep a record of the

business done do not even see the goods or products, let alone handling them. The bookkeeper's office is often either located many squares away from the manufacturing establishment, or several stories distant from the place where the business is transacted. While it is true that every effort to bring actual work into business training must result in good, yet it is possible to perpetrate a great deal of clap-trap through them, by the exhibition of first-class carpenter and glazier work in the erection of business offices, insurance offices, banks, and other purely mechanical resemblance of the actual thing. Many cheap and inferior business colleges make such a display their chief source of advertising. However, a vast importance depends upon the competency to present the principles and to represent the real work. Each requisite can be met where cultivated brains and honesty are combined. The clinic of the medical school and the moot court of the law school establish this. At stated periods of the course, new and carefully studied exercises are, from time to time, introduced, which enable pupils to understand and master the science in a satisfactory manner.

BOOKKEEPING

The successful management of any business or profession requires an exact knowledge of the methods of keeping accounts. The business in which the accounts are not carefully looked after is doomed to bankruptcy sooner or later. Bookkeeping furnishes the reins whereby the manager can direct the business to success and increased profits.

The practical system of bookkeeping used in our business department marks a distinctive advance in teaching the science of accounts. By our method of teaching bookkeeping, the student is not deceived into thinking that he is a full-fledged business man the first day he enters school. The student learns bookkeeping and business methods by a system which is intensely interesting and practical. Immediately upon beginning the course he enters into his work under the directions of an experienced bookkeeper. The transactions, papers and all documents come to him just as they come to the bookkeeper in

the business office. These are explained to him in the language of the business. He is then instructed how, as a learner, to determine upon the proper accounts to be debited and credited, and, as a bookkeeper, to make the proper entries in his books, using the incoming business papers as the source of information and the basis of his records. All outgoing papers, such as bills, notes, checks, drafts, etc., are made out by the student, thus making him familiar with all forms of business papers.

The system we use unfolds the science of accounts in a practical and scientific way, and covers every variety of business transactions, from the simplest to the most difficult and complicated.

BANKING

Our course in banking is a comprehensive exposition of the accounting methods in use in a national bank, and applicable to any bank, whether national, state, or private. The student learns the customs and usages of banks in their dealings with their customers and other banks. He performs the work of every department of a large bank, thus giving him practice in the performance of the duties of the Cashier, Assistant Cashier, Receiving Teller, Paying Teller, Discount Clerk, Collection Clerk, Correspondence Clerk, Individual Bookkeeper, General Bookkeeper, and Clearing House Clerk.

PENMANSHIP

A rapid, legible handwriting is absolutely necessary to the completion of a business or collegiate education. As an individual accomplishment, it often leads to as great success as many other important attainments. All occupations in life demand legible and rapid penmanship, consequently an intimate acquaintance with the art is very necessary.

In order that commercial students may be thoroughly qualified for a successful business career, they should command the ability to write a plain, rapid, legible hand. This part of a business course is an accomplishment attained only by a small percentage of business college graduates, notwith-

standing the fact that it is one of the most valuable accomplishments in any vocation in life.

Through the instruction given, that cramped and stiff position and movement which is so common with the average pupil is entirely eradicated, and quick, rapid, legible movements given in their place. We have never countenanced "vertical" writing. It is a fad,—now in its dotage.

Under such improved instruction, class work in penmanship becomes more of a pleasure than a task. Pupils are instructed to pass quickly from one movement exercise to another of a different kind, dictated by the instructor. In this manner, confidence and skill are rapidly imparted to each pupil. Penmanship, when properly taught, can be made an intellectual exercise which is beneficial to all. Through certain movements and intricate forms, the brain is required to exercise its functions in the same degree as the mental efforts required in the study of different sciences.

Each student is directed in that most valuable of all means of advancement, the ability to criticise and improve his own writing. His defects are made plain to him, and the means of remedy clearly shown. Under progressive and enlightened instructions, combined with efficient and inspiring influence and intelligent effort at self-improvement, the student's advancement is substantial and rapid.

Among the special features of our instruction which deserve enumeration are the maintenance of correct position, arm movement, extensive practice for ease and uniformity, form practices for legibility, abbreviation of capitals for brevity and beauty, correct and rapid figure making. The department holds to the strict demands of the time for plain, legible, rapid business writing, and does all that can be done to secure an excellent degree of improvement. The Zanerian system of penmanship is used.

COMMERCIAL ARITHMETIC

Proficiency in business arithmetic is an essential acquirement to a thorough business training. To be able to handle figures, as applied to practical business transactions, rapidly

and accurately, is essential, and no commercial course is complete which does not give the student the training necessary. This is one of the first and most trying tests ordinarily applied by the prospective employer to the applicant for a position.

Our work includes daily recitations, with assigned lessons, covering the subjects of common fractions, decimal fractions, compound numbers, percentage with its applications to profit and loss, interest, time discount, banking, commercial paper, exchange, equation of accounts, partnership settlements, and other important subjects. Besides the regular class work, we give daily drills in rapid calculations, in applications of short methods, in addition, discounts, interest and other subjects of arithmetic so practical to the bookkeeper. These drills are both in mental and written calculations.

COMMERCIAL LAW

One of the most essential features of the business course is the instruction given in commercial law. This is designed to familiarize the student with those features of law that apply to every-day business affairs, and which every business man should understand. The school neither attempts to make lawyers of its students nor strives to do away with the necessity for expert advice; but it is the aim to so ground the student in those elementary principles of the laws of business, which are largely the laws of common sense, that he may act intelligently and know his rights and liabilities in ordinary commercial transactions.

It embraces a full discussion of the subject of contracts, negotiable papers, agency, partnership, mortgages, deeds, leases, conveyances of real estate, wills, intestate estates, patents, copyrights, trademarks, etc.

SPELLING

Probably no subject in the course has more practical value than this one. Certainly no one is used more frequently. A good stenographer must know that errors in spelling are inexcusable. It is not necessary to know how to spell every word in the dictionary, but only those that are in every-day

use. Practical words, geographical names, synonyms, etc., are given, and all students are expected to take it unless they can prove to be proficient in the subject. A single error in spelling has caused many letters of application to be discarded. Our method of presenting this subject is practical and produces excellent results.

GRAMMAR AND COMPOSITION

Classes in English grammar are organized from time to time, and are conducted throughout the school year; thereby enabling all those who are deficient in this very important branch to get the best possible instruction in all phases of the work; special attention being given to the parts of speech, their use and misuse, sentence construction, composition and the like. Another important feature of our system of business training is teaching the art of letter writing. Special attention is given to the proper arrangement of the various parts of letters. Instruction is given in paragraphing, punctuation, the use of capital letters—even the superscriptions on the envelopes receive attention.

SHORTHAND

This is a profession which is coming more and more into demand every year. Young men in particular are wanted by the railroads, and for the insular and governmental civil service; they are wanted by the large corporations; and any person desiring to work his way up to the top in any particular business can do so most quickly and thoroughly as a stenographer, for in that capacity he can learn every detail of the management, and every transaction must go through his hands. As a field for women, it is well known, but it is not so well known that, as the demand for more skilled workers has increased, the wages have also advanced.

SALARIES OF SHORTHAND WRITERS

An amanuensis receives better pay than any other clerical worker. Specialists in this art, such as court reporters, secretaries of officials, etc., often receive salaries ranging from

$1,000.00 to $2,000.00 per year. Stenographers in many of the Federal offices receive even higher salaries. Shorthand writers with ordinary speed have no trouble in getting from $600.00 to $1,000.00 per year. Monthly salaries ranging from $40.00 to $90.00 are the wages for shorthand writers who are not able to write over 125 words per minute, and accurately transcribe their notes by means of a typewriter, into correct and elegant print. Such are fitted to the needs of the large mercantile houses, insurance and railroad offices or the private work of a secretary or manager.

The United States Civil Service Commissioners have standing offers for well qualified amanuenses or assistants in the various departments of the government offices, who are capable of writing 100 words per minute, and transcribing the same correctly. We quote the following from the circular of information sent out by this commission: "Male stenographers and typewriters are in demand, and those who are competent and willing to accept the salaries offered, $900.00 to $1,800.00 per annum, have much greater prospects for appointment than applicants for other clerical positions."

The salary attained by beginners depends much upon their success at the beginning. If fair ability is shown an advanced salary is usually offered for such services. If inferior ability is shown, there is scarcely any demand, even in the low salaried positions.

It is the purpose of the shorthand department of the school to give pupils such a complete and practical training that they will attain at least, the ordinary grade of positions, on accepting their first position.

TYEPWRITING

The importance of being able to operate the typewriter rapidly and accurately can not be too strongly emphasized. The business man's criterion of excellence is the appearance of the typewritten letter.

We teach exclusively the touch system of typewriting, which is recognized as the only rational method of operating. By this method the student learns to operate the machine with

all the fingers of both hands, just as all the fingers are used on the keyboard of the piano. Not only is he able to attain a much higher speed by this method, but the nervous strain attendant on old methods of writing is obviated.

The lessons are very carefully graded, and are designed to hold the student's interest from the first. Setting out with the simplest exercises in fingering and word writing, the student progresses through work of gradually increasing difficulty until that requiring the greatest proficiency is reached.

Our typewriting department is equipped with the best machines of standard makes, such as the student will find in the business office on completing his course.

POSITIONS FOR STUDENTS

The demand for young men and women thoroughly qualified for office work has always been greater than the supply. While we do not guarantee positions—the functions of the school being educational—we fully realize that it is to our advantage to place all graduates in positions where they will benefit from the special training they have obtained, and consequently be more likely to recommend the school to their friends. This part of our work is conducted in a systematic, business-like way, and the satisfaction which our graduates are giving employers is abundantly evidenced by the increasing number of calls we are receiving from business houses employing them. As a rule we have more calls for our graduates than we can supply. In conducting our employment department, we have the advantae of having well trained young people to send out, and our large acquaintance among the business men of Enid and with the typewriter companies enables us to assure a position to every worthy student who has successfully completed the course of study.

TIME REQUIRED

The time required to complete the full commercial or the full shorthand course is from six to nine months, according to the advancement, ability, and persevering industry of the student. The combined business and shorthand courses require from nine to twelve months. We do not claim to turn out

"three-month" graduates. Thorough work is recommended rather than short time courses, and time enough often proves little enough.

Students are advanced as rapidly as their capacity and attainments will permit, and all who take a full course are encouraged to remain until they have a clear, well-defined knowledge of the entire science of accounts and associate branches, and are able to pass a satisfactory exmination.

Special attention is given to developing business-like and systematic habits and conduct, which will smooth the way for the beginner when making his application for a position, and throughout his business career.

COMBINED COURSE.

The combined course consists of the studies in both the business and shorthand courses.

A graduate of this course has the best possible equipment for business. He is trained in practically all lines of office work, and has the widest possible field in which to seek employment.

This course is especially valuable to the young student. It gives time to develop business habits. It gives an opportunity to perfect one's self in grammar, arithmetic, writing, and spelling.

Naturally, graduates of the combined course have many opportunities not open to the graduates of either the shorthand or commercial course, as many positions call for both bookkeeping and stenography. This is especially true in dull times. When firms are retrenching, the ability to both write shorthand and to keep books will frequently enable one to hold a good position that would not be open to him were he not qualified in both subjects.

We strongly recommend this course, not only because of its opportunities, but also because of its superior educational value.

TEXT-BOOKS AND STATIONERY

The cost of text-books, blanks and stationery depends upon the course taken. The outfit or the business course will cost from $10.00 to $12.00. The outfit for a course in stenography and typewriting will cost from $5.00 to $7.00

DIPLOMAS

Upon the completion of either the shorthand or business course a diploma is awarded under the seal of the school. To secure certificate, the work of the student much reach the required standard. He must have completed in a satisfactory manner all the work of the course and have passed successfully the various tests and examinations. As a result of the high character of our school, such a diploma has a recognized commercial value to its possessor.

College
of
Music

School *of* Oratory
and
Expression

School
of
Fine Art

College *of* Music

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

REIN DYKSTERHUIS
Violin and Piano

ETHEL MAE HARRIS
Piano, Pedagogy, and History of Music.

SAMUEL G. HART
Voice Culture, Chorus, Choir, Normal Methods, Cantata, and Glee Club.

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Pipe Organ and Wind Instruments

OUR PURPOSE

We are planning to make the music college one of the strong schools in our University and we have exercised great caution in the selection of teachers.

Manner of Teaching

1. Students are taught individually, two half-hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also given. This method answers a very excellent purpose, in fact, it is frequently of greater benefit than private lessons, and lessens the cost of tuition to the student. A combination of both the private and class systems is the ideal plan.

Practice

Practice pianos are provided in sufficient numbers to meet the needs of the departments. Our pianos are all new and of the best grade for practice purposes. Students taking two

lessons per week should practice at least two hours per day Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used for giving lessons and for practice purposes as well.

PIANO DEPARTMENT

Miss Harris

An important feature of Miss Harris' work is her classes in Interpretation, Analysis of Music, Touch and Technic, and Repertory, at which principal varieties of execution and expression and works for the piano are played and discussed in detail.

It being the object of the College of Music to train students in the various departments, according to some definite, well-regulated and scientific plan, the courses of study have been divided into different divisions, each division comprising several grades.

The course of study in piano has four divisions: I. Preparatory. II. Teacher's Certificate. III. Teacher's Diploma. IV. Graduate.

I.—Preparatory Course in Piano Playing
Grades I-IV

Studies	Pieces.
Every's Foundation Studies. Etudes by Czerny, Gurlitt Wolf and Tapper. Heller Op. 47, LeDebut Pfitzner. Polyphonic Studies, Krause op. 25. Easier Compositions of Bach.	Gurlitt, Schytte, Tapper, Bohm, Kussner, Kuhlau, Sonatinas, Easier works of Mozart, Hayden, Schumann, Beethoven, C. P. E. Bach, and of the best modern composers.

Other requirements for the above course: Ear Training, Sight Reading, Elementary Harmony.

II.—Teachers' Certificate Course
Grades V-VI

Studies	Pieces.
Czerny, Foote 20 Preludes. Bach Three-Part Inventions. Cramer-Buelow Studies. Kullak Octave Studies Clementi Gradus ad Parnassum.	Sonatas and other works of the Classic and Romantic Schools. Pieces by Haydn, Mozart, Beethoven, Schubert Schuman, C. P. E. Bach, Von Weber, Chopin, Gorard, Moszkowski and other modern composers.

Further requirements: Harmony Completed, Simple Counterpoint through two-part writing, Harmonic Analysis, Sight Reading continued.

III.—Teachers' Diploma
Grades VII-VIII

Studies	Pieces.
Bach's well-tempered Clavichord. Etudes by Chopin, Henselt, Liszt and others.	Selections by Handel, Schuman, Chopin, Grieg, Weber, Rubinstein, Raff, Branms, etc. Concertos by Chopin, Beethoven, Macdowell, and others.

Other requirements: Counterpoint completed, Harmonic Analysis, Musical Form, Sight Reading and two terms work in Free Composition.

IV.—Graduate

Grades IX-X

More extended study of principal classic and romantic composers, including works in larger forms; chamber music, concertos, etc.

This has been arranged for graduates who desire to reach higher standards of excellence as artists. A prominent object in this course is to provide the student-artist with a varied repertoire, suited to his musical individuality and to his needs as a public performer. Applicants for the post-graduate degree are required to give a complete piano recital.

VIOLIN DEPARTMENT

R. Dyksterhuis

I. **Preparatory.**—Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

II. **Intermediate.**—Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Weiniawski, DeBeriot Dancia and others. Sonatas and the easier concertos of Viotti, DeBeriot, and Kreutzer; also practice in ensemble.

III. **Advanced.**—Etudes, Kreutzer, Rode; Duetts Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendellssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Greig and others.

VOICE DEPARTMENT

Samuel G. Hart

VOICE CULTURE

The manner of teaching in this department is unique. It is the result of much thought and vast experience. It combines the essence of the Old Italian School with the acknowledged improvement of the Modern. In olden times, students were bound out to their singing masters, and all lessons were in class. This system of teaching had many exceedingly valuable points. However, it has been found that the individual voice can be better developed by private lessons, owing to the fact that each voice presents different problems, and often what would develope one voice would ruin another.

Nevertheless, the present system of private lessons has its limitations. The pupils know nothing of voice teaching in general. They only know what applies to them. In acquiring the various technical features of the art, they have no opportunity to observe the teachers work with other students, or to hear his criticisms. In various ways, especially in the study of interpretation, they do not get the breadth of culture and understanding of the subject.

Furthermore under the present system, there is no adequate training for the teachers, except bitter experience, bitter for the teacher and maybe disastrous for the pupil. In our Department of Voice we have a combination of the systems. Private lessons are given the same as in other Colleges of Music, and in addition there is provided for the students a Teachers' Normal Class in Voice, the work of which is described below.

Teachers' Normal Class in Voice.

In this class everyone is critic, teacher, observer, performer, and pupil. All the technical points of interpretation are discussed and the various ways of working out the problems in individual cases exemplified. Those who are nervous or timid learn to think and act on their feet and to control themselves.

Some of the subjects that are discussed are placement, attack, release, sustenuto, scale study, vitality, balance, open

vowel, portamento, appogiature, acciacature, mordent, gruppetto, trill, phrasing, enunciation, accent, color, analysis of recitative aria, ballad, and song, mental attitude, physical culture for singers—and interpretation. Everyone produces tones, sings, criticises, illustrates the above technical points, teaches fellow students, and thus learns to think quickly, diagnose correctly, perform well, teach understandingly and appreciate all that has to do with singing, and teaching.

Private Voice.

The private teaching is based on the Old Italian method with the acknowledged improvements of the modern methods applied in the way best fitted for each student.

The study begins with fundamental work in breathing, and tone production, simple tone combinations, the study of vowels, enunciation, scales and arpeggios, with Voice Training Exercises—by Behnke & Pearce.

As progress is made, H. W. Green's Standard Graded Course is used for the foundation work.

The Standard Graded Course is arranged for four years' instruction. The exercise vocalises, and studies of Sieber, Lutgen, Marchesi and Tosti are used at various points in the course. Songs, too, valuable in combining words and music, are used throughout the course. This does not mean to say that it takes four years to complete the course, but as in other fields of study, some students bring to the work more talent, clearer insight, and closer application than others, and therefore, will be able to master the course in less time. Not mere technical skill is aimed at by this department, but a musical and intelligent interpretation, and a knowledge of the works of the great masters. The study of the early Italian songwriters, as well as the modern, and selections from the standard oratorios and operas will be taken up, depending on the ability and progress of the pupil.

Candidates for graduation in this department must have completed the entire course offered in Theory and History, at least the first four grades in Pianoforte Course, and must pass an examination in sight-singing which shall be satisfactory

to the Professors, and must also have done, satisfactorily, at least one year's work in the Teachers' Normal Class in Voice.

Evangelistic Singing Course.

Special attention will be paid to the teaching of evangelistic singers and leaders in Church music. The requirements are, voice culture, literary study, Bible, sight singing and chorus directing.

Ensemble Work.

Special attention will be given to Ensemble Work, Sight singing, Chorus and Glee Clubs. All voice students are expected to avail themselves of the opportunities afforded in sight singing.

All voice lessons missed, unless on account of sickness, will not be made up.

Concerts and Recitals.

Students and patrons of the College will have an opportunity of hearing at least once a month a general recital. Once each term there will be a Faculty Recital.

Private recitals before invited audiences will be given each two weeks, on which occasions the younger and inexperienced students will have opportunity of appearing before others.

The Pedagogic Department.

This department was added to th curriculum of the College of Music to meet an important need. The department has been placed in charge of Miss Ethel Mae Harris. She has arranged a series of lectures and lecture-recitals which will constitute the normal course.

In this series of lecture-recitals, it is planned to canvass thoroughly those pedagogic problems which every teacher of music must solve in his daily tasks, and to deal broadly with those lessons of Musical History that have practical bearing on the pedagogic and interpretative problems of the art.

A candidate for graduation in this department must submit thesis of not less than two thousand words setting forth

his knowledge of pedagogic and instrumental methods; must also have attended and given satisfactory proof of his teaching equipment in the Normal Demonstration Classes.

Analysis and Interpretation Classes.
Ethel Mae Harris.

In these classes pupils will be assisted by Miss Harris in the study of Interpretation, Touch and Technic, and in the artistic delivery of the composer's meaning. Many characteristic examples of piano literature will be elucidated by actual experience in performing them, coupled with analytical discussions of their characters and peculiarities from many points of view. The interpretation class is the highest and best means of educating and finishing the student. Since the time of the well-known classes of Liszt and Kullak, some of the greatest masters in Europe have adopted this method of enlarging their field of usefulness in providing instruction for students.

Ensemble Work

Special attention will be paid to Ensemble Work, Sight-singing, chorus work and class work in all departments will be taught.

Evangelistic Singing

Special attention will be paid to the training of evangelistic singers and leaders in church music. We expect to make this a very prominent and valuable feature in the work of our college of music.

Recitals.

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical taste not only in the students in the music department but in the entire student body and to develope in the pupil that degree of confidence which is necessary to success.

Department of Wind Instruments.

We have completed the organization of a University band and instruction will be offered in brass and reed instruments. Open air concerts will be given frequently which will afford pleasing diversion to the student body and will also be of great benefit to the members of the band. Private lessons will also be given on cornet, clarionet, trombone, flute and other wind instruments.

Summer School in Music.

Arrangements will be made for a summer school of from one to two months after the close of the regular session and a course for the training of music teachers will be offered. A class in theory, harmony, and composition will be provided. Private lessions on piano will be given and courses in violin and voice will also be offered.

College *of* Oratory, Expression *and* Dramatic Art

LAURA LEIGH HANSON,
Principal.

The object of training in this department is to develope the greatest possibilities of the students, to harmoniously cultivate mind, voice and body. The first aim is to make the student think, to elevate and stimulate the imagination and to bring forth the sympathetic and artistic instincts. This study can not fail to refine, in as much as it untolds the powers of the individual.

The art of "Speech and Deportment" is everything that goes to make the pleasing and powerful speaker. The drama will be studied from a historical and geographical, as well as from a dramatic standpoint. Pronunciation, articulation and the avoiding of errors in speech will be a strong feature of this work. The plays, monologues and readings taken up, during the course will be many and varied, the student thereby gaining a broad knowledge of the best in modern and classical literature. Plays ,monologues and readings will be taken from the Bible—Shakespeare, Browning, Tennyson, Sardou, Kipling,—Dunbar, Howels, James Whitcomb Riley, Eugene Field and other prominent authors whose writings will inspire the student to see and feel for himself.

The opportunities offered today—leading to the ministry, the lecture platform and to the stage, are greater than ever before, the desired qualifications being a pleasing address, a musical speaking voice and an abundance of patience, persistence and application.

We strive to make the most prominent feature in this school "Efficiency,' 'that those completing the course may be able to rank with the older and larger colleges. Public performances

are given frequently that the student may acquire experience, ease ,and an "At Home" feeling when before the public. We do not claim to accomplish the impossible ,yet we do claim to cultivate the musical qualities in the speaking voice, an easy and graceful manner, and a perfect poise.

Arrangements can be made for class or private lessons, and the school is by no means restricted to those desirous of entering a professional career, but is excellent for any one wishing to cultivate concentration, power, health, voice, easy manner and poise. Mrs. Hanson will assist the students completing the course in this department in securing positions—being personally acquainted with the leading presidents, and managers of colleges, schools and bureaus throughout the United States. There is room and to spare for artists of ability in this class of work.

FIRT GRADE.

External manners and poise—which is the basis of a pleasing personality.

Correct Breathing—which leads naturally to the use and quality of the voice.

Voice production—physical and mental, to secure ease in breathing and purity of tone. Correction of habitual errors of voice.

Articulation—making flexible all the organs of speech—correct punctuation and correction of personal faults.

Readings, monologues and plays to exemplify the same.

Text books used, Curry and Morgan.

SECOND GRADE.

Development of voice, as to resonance and volumn.

Pantomime—Training the body for placticity and harmony, facial expression, gestures and attitudes.

Articulation—Precision and agility in pronunciation—study of dialect.

Inflection and Range—Development of the emotional and

dramatic instincts. Recitals given from the works of the leading authors.

Text books used, "Curry and Morgan."

THIRD GRADE.

Voice—development of tone color, training for agility and versatility in all the phases of voice production.

Stage and platform deportment—given in detail. Recital and dramatic work given much time in this grade. Students are required to give recitals from works of the leading authors. Shakespearean work a specialty in this year.

School of Fine Art

HELEN PURMORT, Instructor.

Art Theory, Practice History.

Plan of Work.

The work in the School of Art is planned for those who desire art as a profession or an accomplishment, and for those who will apply drawing to their scientific work ,or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teacing in public schools.

The special object is to cultivate the powers for observation and representation, of form and color ,so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art history.

The purpose of this course is to give the student a broad, fundamental art training, which will fit him for whatever specializing he may do in his later art work. To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment

The Art School has two beautiful, well-lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class;

the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work

The Art rooms will be open all day so that students can work whenever they have time to do so.

The school will meet five days a week for three hours in the afternoon. Instruction and criticisms are given for the time full three afternoons each week, students putting up for criticism studies made during the time when they worked alone. This plan is found to give students self-reliance and earnestness in their work such as they do not obtain when having help all the time, and it prepares them for the time when they must work alone.

All Art students will be given free tuition in the Art History class which meets one evening weekly. This class is very beneficial in creating interest in all that pertains to art and in making one familiar with the best work of the old masters. For the coming year the "History of Christian Art" will be studied by means of lectures and assigned readings.

Decoration.—A course of instruction is offered in Leather Sculpture in high relief or surface work, Pen Work on China, China Painting, Pyrography and other decoration work. Also, original designing of Wall Paper, Carpets, Cloth, Book Covers, Magazines, Laces, etc., and the study of ancient and modern Architecture.

Industrial Art and Normal Drawing Course

(Purpose to fit teachers for public school drawing.) Two periods each week, text book, Prang Manual.

Clay Moulding, Kindergarten Construction work and Composition, Conventionalization of Natural Forms, Application of Units of Designs.

Mechanical Drawing

A course will be offered in free hand and mechanical drawing, geometric design and application, working drawings and the art of projection.

Art Lctures

Art lectures on history and theory will be provided for the students from time to time, and they may also have the benefit of special art lectures from time to time.

Design and Applied Art

Applied Art is the practical carrying out of the design, in the material for which the drawing has been made, such as application of color designing for posters and advertising purposes, decorative composition and surface decorations as applied to china, wall paper and plain surfaces.

Antique Drawing

In Antique Classes, students are trained to construct form in simple and correct manner. Thus a foundation is laid for further training in the more advanced classes.

Painting From Still Life

The study of color begins in these classes. Students are first taught to reproduce in color simple masses of form such as are found in vegetables and fruits. They are then given more difficult combinations, reflected lights and values such as are found in richly colored objects.

Exhibitions

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

A diploma will be conferred upon students who have completed the full three years' course, which will comprise work from elementary drawing up to portrait painting. Students will be given full credit for work done in reputable art schools.

No student will be admitted for less than one term except on single lesson rates.

University Hospital *and* Training School

For two years we have been running, in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year courses.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, and has thirty-five rooms, so constructed that it can be easily enlarged.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of trained nurses. In connection with University Hospital there is, in successful operation, a training school for nurses. Miss Bertha Stark has charge of this department, and has had years of experience in this work.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that Oklahoma Christian University has one of the best hospitals and training schools in the state.

For further information address Mrs. S. N. Mayberry, Sec., Enid, Oklahoma.

Training Department

A regular course of lectures on all branches required by the state law, are given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission

For admission to training school, girls must be in good health, between 18 and 28 years of age, have common school education and good moral character. At end of sixty days' probation ,if applicant is wholly unfit for this avocation she will not be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment

Ambulances.—The hospital has two good ambulances besides an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train.

Every one who is interested in the Oklahoma Christian University should be interested in the University Hospital and Training School.

We ask for the support of all ethical physicians as well as the public at large.

Cases Admitted

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-ray and Laboratory work. Prices for this work are reasonable.

For further information address Mrs. S. N. Mayberry, Enid, Oklahoma.

General Information

1.—Examination

All students are required to take the examinations that come during the last week of each term, and those who get 75 p. c. as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work

Sixteen recitation hours per week give the average student sufficient work. But three or four additional hours may be taken by strong students who have had good preparation. Not more than twenty hours can be taken without the consent of the classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special colleges and schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing

to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations.

6.—Credits Needed for Classification

For Freshman ranking 225 preparatory credits.

For Sophomore ranking 48 additional College credits.

For Junior ranking 48 additional credits.

For Senior ranking 48 additional credits.

For Graduation, 225 preparatory and 192 College credits.

Persons short on credits may enroll as follows:

As Freshman, short 4 credits; as Sophomore, short 3 credits; as Junior, short 2 credits; as Senior, short 1 credit. In all cases the lacking credit must be made up.

7.—Recitation and Study Hours

Standard Time

Day Hours—From 8:15 a. m. to 11:45 a. m., and from 1:00 p. m. to 3:15 p. m. During spring term, afternoon classes meet 15 minutes later.

Night and Study Hours—Begin at 7:30 p. m. and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other's rooms during recitation or study hours. All games on the athletic field are prohibited until after 3 p. m. and on Sunday.

Terms of Admission

Students coming from other institutions are expected to present evidence of honorable dismissal.

Diplomas granted by the best high schools are supposed

to cover the work of the Preparatory School and entitle the student to Freshman ranking.

Students must complete the work of the term or make arrangements that are satisfactory to the professors before taking up the work of a subsequent term.

8.—Chapel Attendance

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

10.—Library and Reading Room.

All students, including those of the Preparatory school, will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparaton for class and for special inevstigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments.

11.—Diplomas

The graduates of any of the colleges and schools receive

the University diploma upon the payment of the prescribed diploma fee.

Special diplomas or certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the Preparatory School receive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission.

(1) The required tuition fee must be paid.

(2) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matrons. They may, however, by special permission, room with relatives, or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

13.—Time to Enter

The best time to enter is at the beginning of the term or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

EXPENSES

Tuition and room-rent are payable by the term in advance. We are compelled to make this an invariable rule because the school depends largely upon its tuitions for support and every dollar is needed. Even when all tuition is paid we have to supplement our receipts by gifts from the friends of the school

and this will be true until we can secure an adequate endowment.

Incidental Fee, $2.00 Per Term

This fee must be paid by all students. It is inteoded to cover the general wear and tear, breakage that can not be traced to any individual, use of library and reading room, including periodicals and study hall.

PREPARATORY SCHOOL

Tuition

Fall Term Fourteen Weeks	$16.00
Winter Term, Eleven Weeks	12.00
Spring Term, Eleven Weeks	12.00

COLLEGE OF TEACHERS

First three years of course, tuition same as in Preparatory School; fourth an fifth years of course, tuition same as in College of Liberal Arts.

COLLEGE OF LIBERAL ARTS

Tuition

Fall Term, Fourteen Weeks	$20.00
Winter Term, Eleven Weeks	15.00
Spring Term, Eleven Weeks	15.00

Laboratory Fees

Chemistry, per term	$2.00
Zoology, per term	1.00
Botany, per term	1.00

COLLEGE OF THE BIBLE

Special fee in lieu of tuition, per term	$5.00

Note 1.—Special concessions to ministerial students in the matter of tuition are limited to four years. After that time expires, regular tuition will be charged.

Note 2.—Notes will be taken from ministerial students covering tuition minus the special fee. These will be cancelled

if the student enters the ministry at the close of his college course and remains in the work for four consecutive years.

COLLEGE OF BUSINESS

Full Business or full Shorthand course:

One month	$12.00
Three months	30.00
Six months	50.00
Nine months	75.00
Twelve months	90.00

In order to take advantage of the reduced rates for longer time than three months, all must be paid in advance.

COLLEGE OF MUSIC

Individual lessons, two half hours per week

Tuition, Fall Term, Fourteen Weeks

Piano, advanced	$24.00
Piano beginning, person having taken less than 50 lessons	20.00
Violin, any grade	24.00
Voice, any grade	24.00

Class lessons, two per week

Piano, three in class, 15 minutes each	$10.00
Voice, three in class, 15 minutes each	10.00
Harmony	8.00
Sight singing, two lessons per week	2.00

Wind or string instruments at moderate prices, depending upon the instrument.

Piano Rent

Use of piano for each hour	$4.00

Tuition, Winter Term, Eleven Weeks

Individual lessons, two half hours per week.

Piano, advanced	$18.00
Piano, beginning: persons, having taken less than 50 lessons	15.00

Violin, any grade 18.00
Voice, any grade 18.00
Sight-singing, two lessons per week 2.00
Class lessons, tw o per week.
Piano, three in class $8.00
Voice, three in class 8.00
Harmony 7.00

Piano Rent

Use of piano for each hour $3.00

Tuition, Spring Term , Eleven Weeks

The same as for Winter term; see above.

Special Studies in Music

Harmony, Counterpoint $8.00

Interpretation Classes, Term of 10 Weeks.

Two classes per week $10.00

Padogogic Classes

Term of 10 weeks, two recitations per week $10.00

Musical History free to all students taking the Combination Plan. The Combination Plan includes one private and one class lesson on Piano, and a class lesson in Harmony.

SCHOOL OF ORATORY

Tuition, Fall Term, Fourteen Weeks

Private lessons, two half hours per week $24.00
Class lessons, two periods per day 24.00
Class lessons, one period per day 16.00
Special reading class, two periods per week 5.00
Special class in Extemporaneous Oratory, one period per day 16.00

Tuition, Winter Term, Eleven Weeks.

Private lessons, two half hours per week $16.00
Class lessons, two periods per day 16.00
Class lessons , one period per day 12.00

Special reading class, limited to ten, two periods per week 4.00
Special class in Extemporaneous Oratory, one period per day 12.00

Tuition, Spring Term, Eleven Weeks.

Same as Winter term.

SCHOOL OF ART.

Tuition, Fall Term, Fourteen Weeks.

Individual lessons in all branches $20.00
Three in class 8.00
Two in class 10.00
Drawing classes, 3 hrs. per week 4.00

Preparatory drawing classes , one hour per week, free to all students in Preparatory School.

Tuition, Winter or Spring Term, Eleven Weeks Each

Individual lessons in all branches $15.00
Three in class 7.00
Two in class 8.00
Drawing classes, 3 hrs. per week 3.00

Preparatory drawing classes, 1 hr. per week, free to Preparatory students.

Diploma Fees.

Diploma from College of Liberal Arts $5.00
Diplomas from Special Schools and Colleges 3.00
Diploma from Preparatory School 2.00
Special Certificates, each 1.00

Reductions.

Students paying full tuition in the Special Colleges and Schools, Music, Business, Art or Oratory, may take one study in the College of Liberal Arts at $7.00 for fall term, or two studies for $14.00 Winter or Spring term, one study at $6.00 two studies at $12.00.

Students taking full work in two of the Special schools of Music, Art or Oratory will receive 10 per cent discount on

tuition of the special departments. Full work in the three Special schools, 20 per cent discount.

Two or more students from the same family, rooming and boarding in the University Dormitory, will receive 10 per cent. reduction on tuition, but no reduction on room or board. If one student is a young man and rooms outside the rule will apply.

Students taking double work in one of the special schools, of Music , Art or Oratory will receive 10 per cent. discount.

No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT

Rent of Room in Ladies' Hall; Two in a Room

Fall term	$20.00
Winter term	15.00
Spring term	15.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room-rent.

The above prices include heat, light and care of Lady Principal.

Board at Cost

It is the policy of Oklahoma Christian University to reduce the expenses of the student to the lowest possible point, consistent with good service and the circumstances of the school. Our aim is to make it possible for young people in limited circumstances to secure an education. In the ideal University, "the rich and the poor meet together.' To this end we have adopted the co-operative form of boarding.

We aim to give board at actual cost. During the year 1909-10 the cost for board has been $2.50 per week and we will aim to keep the board at that price for the session of 1910-11, with the promise that the price will be reduced below that figure if cost of provisions will permit.

Supplies will be bought in large quantities, giving us the advantage of wholesale prices and cash discounts. In the

near future we expect to have our college farm equipped and stocked from which we expect to procure a large part of our dairy and poultry products as well as the greater part of our vegetables. We will keep on hand beeves and hogs and slaughter them as they are needed for the table.

Some Questions Concerning Expenses Often Asked

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and schoolroom stationary. Books and stationary are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be required to furnish their own sheets, pillow cases, blankets, and one thick comfort, also towels and napkins. These as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Oklahoma Christian University than to a state school?

We believe a student who is willing to practice economy can go cheaper here than to the average state school. Our cooperative form of board saves more than the average cost of tuition and our students are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Ladies' Hall.

We require all young ladies from a distance to room in the Ladies' Hall unless they live with relatives or work in a private family for their board, and even then we reserve the right

to veto, if conditions are not such as we can approve. The reasons for this rule are weighty. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole time t o the care of the young ladies and when they leave the premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much instruction is given to them along social and domestic lines. They are protected from the advances of unprincipled young men that are found in every city. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment, they are apt to get homesick.

3.—Visiting Home.

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over which usually requires but a short time.

4.—Spending Money

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend, the better off they are at school.

5.—Advantages for Self-Supporting Students

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people

who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supportng students:

(1) The University Farm.

Our Board has secured 160 acres of excellent farming land, a short distance east of the college campus. The dairy and poultry industries, and fruit and vegetable farming will b e carried on. A limited number of students will be given a chance to work one or more hours per day, at a modest remuneration. This work has not yet been started but will be commenced as soon as the necessary funds can be secured. We hope to be able to do this by the opening of the next session or soon after.

Students who are compelled to work will be given the preference.

(2) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands, monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

6.—Religious Advantages.

(1) The Churches of Enid.

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to at-

tend Sunday school because of the large amount of valuable information to be gained.

(2) Student Volunteer Band.

We believe that the University should inculcate the Missionary Spirit. We have a number of young men and women who are preparing themselves for service on the foreign field. They have organized a "Student Volunteer Band."

(3) Mission Class

Under the direction of Prof. Marshall a mission class of over a hundred and fifty has been organized. This is, probably, the second largest class in the world. Great enthusiasm is manifested.

(4) Christian Associations

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A. The Y. W. C. A. and Y. M. C. A. have been organized. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(5) Ministerial Association

A ministerial association has been formed composed of students preparing for the ministery. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7—Athletics

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8—The University Band

A large band will be organized during the coming year.

New students who own instruments are requested to bring them when they enter the University next fall.

9—Expenses at a Minimum

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the fullest sense. To this end the expenses will be kept to the lowest possible point. Until the school is endowed tuition fees in all the schools and colleges except the Bible College must necessarily be charged, but they will be made as low as possible.

10—Discipline

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in all the colleges and schools of the University are under the same general regulations.

11—Morals

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel, and by throwing around them proper restraints.

12—The Aristocracy of Merit

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the students standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

13—A Word to Teachers

Teachers. All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire days so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

14—A Word to Parents

Often times parents, at the solicitation of their children, make requests of us that are very detrimental to the students' progress and standing.

(1) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain

until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

15—A Word to Students

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

16—ENDOWMENT AND OTHER FINANCIAL ASSISTANCE

(1)—Endowment a Necessity

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty reqnired ,the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expense so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

(2) Temporary Endowment

As a temporary expedient we have taken subscriptions for current expenses to be paid in five annual installments. Upwards of $40,000, has been pledged for the support of the school while the permanent endowment is being secured. A number of churches in Northern and Western Oklahoma and Southern Kansas have been visited and canvassed by the President and others and the messengers have been received

with open arms and great enthusiasm has been awakened. The pledging for the work in the churches visited was very generous; almost everyone approached was ready to lend assistance. This work will be continued by Chancellor Roth and our Field Secretary, G. J. Chapman, until a sufficient amount is pledged to fully provide for the current expenses of the school and until a permanent endowment sufficiently large to provide for the wants of the school is secured. We bespeak a cordial reception for the representatives of the school wherever they may go.

(3) Permanent Endowment

The time has come when the permanent endowment of the school should be pushed as rapidly as possible. Last September, we made an effort in the line of permanent endowment, as a Centennial offering in behalf of the University, and about $50,000, was secured in less than a month's time. We felt, however, that it would be best to cease further efforts along that line until certain business matters had been adjusted. Things are now getting into shape for a further prosecution of the endowment work. We ought to have not less than $200,000, of permanent endowment by the first of September 1911, and we believe that this can be accomplished. We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid financial basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship is such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

We would be glad to name this institution for some great benevolent soul, who will place behind it a hundred thousand dollars as the beginning of an endowment and thus perpetuate his name as an example to the latest generation of men. We ask no one to endow a hope, or an aspiration, or a theory; but a solid, existing concrete fact, one of the most potent, suggestive and encouraging that has come to pass in our history as a people. Oklahoma Christian University has

made a phenomenal record. It has enrolled nearly three hundred and fifty students during its third year, and more than eighty of these are ministerial students. Perhaps, no school of like character has ever accomplished more in its first three years of history than has been accomplished by this University. What we need now is one or two men of means who will step to the front and challenge the brotherhood to place an adequate endowment behind this institution by offering twenty five or fifty thousand dollars on condition that a definite sum be raised within a given time.

17—O. N. Roth

O. N. Roth was elected Chancellor of Oklahoma Christian University last fall, and took up the duties of the office about January 1. His office gives him a large place in the plans and work of the school. In addition to the office of Chancellor he is President of the Board of Trustees. He will have in charge all business matters pertaining to the University and will devote a considerable part of his time to field work in connection with the raising of the permanent endowment and other financial assistance for the institution. He is also a member of the Faculty and will lecture once or twice each week when he is at home.

Mr. Roth is well and favorably known throughout Kansas. He graduated from Kentucky University, now known as Transylvania University, and also took a graduate course in the Bible College. He has held successful pastorates in Kansas City, Kansas and in Wichita Kans. He possesses good executive and platform ability, and we feel confident that he will render very valuable services to the University. He is genial and pleasing in his bearing, popular with young people, and his natural and acquired abilities fit him well for the work that he has undertaken.

He will travel extensively through the middle Southwestern states in the interest of the school. He will hold Educational Rallies in many of the leading towns and cities, and from the public platform and in private he will present the great cause that he has espoused. It is necessary for us to bespeak

for him a cordial welcome. We feel sure that the people everywhere will receive him with open arms and lend him the financial assistance that the cause he represents merits. His platform ability will make him a welcome visitor in every place and the importance of his work will secure for him a warm reception in every home.

18—G. J. Chapman

G. J. Chapman has been elected Field Secretary for the University. He will work in conjunction with Chancellor Roth in the raising of a permanent endowment and also as a solicitor for students and temporary funds. His method will be to visit churches and speak night after night, giving stereopticon lectures, showing the University buildings, grounds, class rooms, class pictures, etc., and in the day time he will solicit funds for permanent and temporary endowment, buildings, or any other needs that the University may have. His chief work will be to raise a permanent endowment for the institution.

Mr. Chapman is well known in Oklahoma, Kansas and the middle Southwest. He has held successful pastorates. His work at Cherokee, Okla., was phenomenally successful, and brought him into favorable notice throughout the state.

He is a vigorous and enthusiastic speaker, full of life and energy. He looks upon the work that he has undertaken as of the highest importance, and we believe it will call forth the best efforts of which he is capable. Churches should welcome him cordially, since he will present facts about Christian Education in general, and Oklahoma Christian University in particular, that will be interesting and valuable to both old and young.

19—Help for Our Library.

We invite the attention of any friend of education who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young people by making a liberal donation to the library fund of the school. It is

hard to see how a few thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up. Why will not some church take up this work as its speciality? We will gladly name the library for the church or person who will undertake the work.

Another opportunity lies in the line of scientific and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

A Generous Helper.

During the last year Mrs. G. T. Black of Wichita, Kansas, has donated forty-one volumes of valuable books. She also provides money for sectional bookcases, and will make additions of new books from year to year. This section of the library will be called the G. T. Black Memorial Library. This is not only a beautiful, but a very useful act on the part of Sister Black, and it is highly appreciated by the Board, Faculty and students of the University. Her Sunday School class of the South Lawrence Church of Christ, Wichita, Kans., also contributed a considerable sum of money for the purpose of fitting up certain rooms in the Ladies' Hall. We are fortunate in having such a friend as Mrs. Black.

20—What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more if the following things:

(1) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2) Adopt the library as your special work.

(3) Establish one or more of the laboratories.

(4) Build a gymnasium and thus encourage physical development.

(5) Erect a building for the Preparatory School.

(6) Adopt the college farm as your special line of benevolence.

(7) Be one of fifty persons to give $100 per year for five years to equip and support the school.

(21) What People of Limited Means Can Do.

(1) Give a small sum for permanent endowment.

(2) Give some of your time in some helpful form of work.

(3) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

(22) What Preachers Can Do.

(1) Encourage your church to make an annual subscription to the work.

(2) Urge your church to observe educational day every year; preach a sermon on education.

(3) Send your young people to the school.

(4) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5) Distribute the literature that may be sent to you from time to time.

(6) Send in lists of names of prospective students.

(7) Use your influence to induce the young people of your acquaintance to attend the school.

(8) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

(23) Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

(24) Prayer.

"May the beauty of the Lord our God be upon us, and establish thou the work of our hands upon us: Yea the work of our hands establish thou it."

Register *of* Students

Candidates for the Degree A. M.

Hargrove, Frank H. (A. B., Oklahoma Christian University, '09) ..... Missouri
Hodge, Orville (A. B., Oklahoma Christian University, '09) ..... Missouri
Schenk, Elmer W. (A. B., Oklahoma Christian University, '09) ..... Missouri
Taylor, Claude C. (A. B., Oklahoma Christian University, '09) ..... Missouri

Candidates for the Degree A. B.

Anderson, John F. ..... Indiana
Crain, Beatrice ..... Oklanoma
Roberts, Walter S. jr., ... Louisiana
Smith, Andrew G. ..... Nebraska
Tyler, James W. ..... Oklahoma

College of Liberal Arts.

Allison, Tempe ..... Oklahoma
Aikins, Arthur J. ..... Oklahoma
Anderson, Arthur ..... Australia
Anderson, Tom W. ..... Oklahoma
Anderson, John F. ..... Indiana
Babb, W. Everett ..... Missouri
Biggs, John Q. ..... Missouri
Bush, Forest ..... Kansas
Chandler, Gilbert E. ..... Australia
Charlton, Artie ..... Oklahoma
Crain, Beatrice ..... Oklahoma
Crain, James A. ..... Oklahoma
Davis, Herschel V. ..... Illinois
Davidson, Emmitt ..... Missouri
Dobson, Edwin ..... Oklahoma

Doebbling, Lydia ..... Oklahoma
Dotson, Nellie ..... Oklahoma
Edwards, Ben M. ..... Oklahoma
Edwards, Hazel D. ..... Ok'ahoma
Edwards, Evert ..... Oklahoma
Engle, John G. ..... Colorado
Engle, N. Ferd ..... Colorado
Funk, Charles H. ..... Louisiana
Ganoe, James H. ..... Iowa
Gasaway, Emory F. ..... Oklahoma
Gibbons, Elizabeth M. ..... Kentucky
Gorton, John E. ..... Missouri
Hargrove, Frank K. ..... Missouri
Harmon, John H. ..... Missouri
Harper, Frederick R. ..... Indiana
Heck, Oscar ..... Oklahoma
Henderson, Agnes F. ..... Oklahoma
Hibbs, Carl G. ..... Colorado
Hodge, Orville ..... Missouri
Lash, Frank H. ..... Oklahoma
Legg, Ralph W. ..... Oklahoma
Lyon, Eric ..... Oklahoma
McCafferty, Ethel ..... Oklahoma
Mers, J. Errett ..... Oklahoma
Nelson, John A. ..... Kansas
Penn, Elizabeth ..... Oklahoma
Price, Edson D. ..... Oklahoma
Rehorn, William S. ..... Oklahoma
Roberts, Walter S. ..... Louisiana
Ross, Earl T. ..... Oklahoma
Schenk, Elmer W. ..... Missouri
Shirley, Otto G. ..... Kansas
Smith, Andrew G. ..... Nebraska
Snapp, L'oyd E. ..... Oklahoma
Stanton, Claude A. ..... Ohio
Swain, Wm. F. ..... Canada
Taylor, Claude C. ..... Missouri
Taylor, Elbert A. ..... Missouri

Tyler, James W. ..... Oklahoma
Walker, Ardra ..... Missouri
Wellman, Frank A. ..... Colorado
White, Francis S. ..... Nebraska
White, John N. ..... Nebraska
Woodward, George W. ..... Illinois
Woods, Harry M. ..... Oklahoma
Yewell, Malcolm B. ..... Kentucky

College of The Bible

Aikins, Arthur J. ..... Oklahoma
Anderson, Arthur ..... Australia
Arbuthnot, William ..... Wisconsin
Babb, Everett ..... Missouri
Barley, Samuel H. ..... Oklahoma
Peardsley, Frank H. ..... Illinois
Biggs, John Q. ..... Missouri
Biggs, Zona ..... Missouri
Bruce, William F. ..... Kansas
Bubolz, John ..... Canada
Chandler, Gilbert E. ..... Australia
Crain, Beatrice ..... Oklahoma
Crain, James W. ..... Oklahoma
Crew, James W. ..... Oklahoma
Cunningham, John W. ..... New Zealand
Davis, Herschell V. ..... Illinois
Davison, Emmitt ..... Missouri
Deck, Bemjamin F. ..... Kansas
Dobson, Edwin ..... Oklahoma
Doebbling, Lydia ..... Oklahoma
Edwards, Ben M. ..... Oklahoma
Edwards, Hazel D. ..... Oklahoma
Edwards, Evert ..... Oklahoma
Elder, George ..... Kansas
Engle, John G. ..... Colorado
Engle, N. Ferd ..... Colorado
Etheridge, Roy ..... Oklahoma
Evans, Fred F. ..... Olkahoma
Fry, Mabel C. ..... Oklahoma

Funk, Chas. H. ---------- Louisiana
Garlick, Ernest ---------- Oklahoma
Gasaway, Emory F. ---------- Oklahoma
Gay, David ---------- Arkansas
Gibble, James N. ---------- Oklahoma
Ginter, Bryon A. ---------- Oklahoma
Goff, Fred M. ---------- Arkansas
Gorton, J. E. ---------- Missouri
Gorton, Laura ---------- Missouri
Hargrove, Frank K. ---------- Missouri
Harmon, John H. ---------- Missouri
Harp, Russell ---------- Missouri
Hawkins, W. Orville ---------- Illinois
Henderson, Agnes F. ---------- Oklahoma
Hibbs, Carl G. ---------- Colorado
Hinkley, John H. ---------- Kansas
Hodge, Orville ---------- Missouri
Howard, William A. ---------- Australia
Jewett, Edson ---------- Oklahoma
Kirtley, Chas. T. ---------- Oklahoma
Lash, Frank H. ---------- Oklahoma
Legg, Ralph W. ---------- Oklahoma
Meece, Thomas J. ---------- Oklahoma
Melton, J. Henry ---------- Oklahoma
Mers, J. Errett ---------- Oklahoma
Mitchum, Martin M. ---------- Missouri
Needham, Justin J. ---------- Missouri
Nelson, John ---------- Kansas
Rehorn, William S. ---------- Oklahoma
Roberts, Walter S. ---------- Louisiana
Roper, Irl ---------- Missouri
Rowe, Fred ---------- Illinois
Scates, Walter G. ---------- Oklahoma
Schenk, Elmer W. ---------- Missouri
Shirley, Emma ---------- Kansas
Shirley, Otto ---------- Kansas
Smith, Andrew G. ---------- Nebraska
Smith, Edgar L. ---------- Kansas

Smith, L. Roy ..... Oklahoma
Snapp, Lloyd ..... Oklahoma
Swain, William F. ..... Canada
Taylor, Claude C. ..... Missouri
Taylor, Elbert A. ..... Missouri
Thal, Paul E. ..... Illinois
Umphries, John W. ..... Missouri
Umphries, Sadie ..... Missouri
Walker, Ardra ..... Missouri
Wellman, Frank H. ..... Colorado
White, Francis S. ..... Nebraska
Woodard, Geo. W. ..... Illinois
Woods, Harry M. ..... Oklahoma
Wise, Le Roy ..... Missouri
Yewell, Malcolm B. ..... Kentucky

PREPARATORY SCHOOL.

(University High School.)

Allen, Lloyd ..... Oklahoma
Arbuthnot, William ..... Wisconsin
Athey, Roy G. ..... Oklahoma
Barley, Samuel H. ..... Oklahoma
Barnes, Enid E. ..... Oklahoma
Beeley, Ralph H. ..... Kansas
Beeson, Lena ..... Oklahoma
Bickel, Glenn ..... Oklahoma
Blackman, Will ..... Oklahoma
Blakeslee, Opal ..... Oklahoma
Brisby, Cassie ..... Oklahoma
Brooks, Clarence L. ..... Oklahoma
Bruce, William F. ..... Kansas
Bubolz, John ..... Canada
Caddell, Lula ..... Kentucky
Calaway, Maple ..... Oklahoma
Chapman, Pearl ..... Oklahoma
Charlton, John ..... Oklahoma
Clark, Effie ..... Oklahoma
Cleveland, Austin ..... Oklahoma

Cleveland, Maude	Oklahoma
Cope, Evert	Oklahoma
Cook, Arthur	Oklahoma
Crew, James W.	Oklahoma
Crouch, Bessie	Oklahoma
Decker, Leonard	Oklahoma
Dickinsheets, Euna	Oklahoma
Dobson, Edwin	Oklahoma
Edwards, Hazel D.	Oklahoma
Etheridge, Roy E.	Oklahoma
Evans, Fred F.	Oklahoma
Ewing, Edna	Oklahoma
Rischer, John A.	Oklahoma
Fowler, John H.	Oklahoma
Frederickson, Ruby	Oklahoma
Fry, Mabel C.	Oklahoma
Gay, David	Arkansas
Gay, John	Arkansas
Geeslin, Fenton P.	Arkansas
Gibble, James N.	Oklahoma
Ginter, Byron A.	Oklahoma
Goff, Fred M.	Arkansas
Goode, Bonnie	Oklahoma
Hamilton, Edith	Oklahoma
Hamilton, Harry P.	Oklahoma
Hanson, Agatha	Oklahoma
Harmon, Clay E.	Oklahoma
Harp, Ralph	Oklahoma
Harp, Roy	Oklahoma
Harp, Russell	Missouri
Hawkins, W. Orville	Illinois
Hayen, Harry	Oklahoma
Hayen, Bessie	Oklahoma
Hays, Everett E.	Oklahoma
Hedges, Elgy	Oklahoma
Hendrickson, Grayce	Oklahoma
Hite, Rolly	Oklahoma
Holland, Rhea	Oklahoma

Holmes, Bertha ---------- Oklahoma
Horton, Capitola E. ---------- Oklahoma
Isbell, Guida L. ---------- Oklahoma
Jewett, Edson A. ---------- Oklahoma
Kendrick, Elwin ---------- Oklahoma
Kent, Harry ---------- Oklahoma
Kirtley, Charles T. ---------- Oklahoma
K'ine, Mary ---------- Oklahoma
Krause, Herman A. ---------- Oklahoma
Layton, Byron ---------- Oklahoma
Layton, D. D. ---------- Oklahoma
Legg, Carl ---------- Oklahoma
Lovell, Lyman ---------- Oklahoma
Lumby, Earl C. ---------- Panama
Mabry, Joe ---------- Texas
Marshall, Elma M. ---------- Minnesota
Mayberry, Ethel ---------- Oklahoma
McCarty, Elva ---------- Oklahoma
McCarty, Harry ---------- Oklahoma
McKee Reah ---------- Oklahoma
McClain, Pearl ---------- Oklahoma
McMillan, Irma ---------- Oklahoma
Meece, Thomas J. ---------- Oklahoma
Melton, J. Henry ---------- Oklahoma
Miller, Arnold H. ---------- Oklahoma
Miller, Ella N. ---------- Oklahoma
Musser, Harry F. ---------- Oklahoma
Needham, . Justin ---------- Oklahoma
Page, Claudia Z. ---------- Ohio
Payne, Effie ---------- Olkahoma
Payne, Ella ---------- Oklahoma
Payne, C. Clyde ---------- Oklahoma
Peavey, Claude ---------- Oklahoma
Peniwell, Ruth ---------- Kansas
Pittinger, Mayme ---------- Oklahoma
Pitts, Guy E. ---------- Oklahoma
Reiter, Rosa ---------- Ohio
Robertson, Curtis ---------- Texas

Root, Minnie ..... Oklahoma
Roper, Irl ..... Missouri
Roseboom, E. Lela ..... Oklahoma
Rowe, Fred ..... Illinois
Russell, John J. ..... Oklahoma
Shoemaker, Elsie ..... Oklahoma
Smith, Edgar L. ..... Kansas
Smith, Edith ..... Oklahoma
Smith, L. Roy ..... Oklahoma
Squire, Hazel ..... Oklahoma
Sternberg, Ralph ..... Oklahoma
Tarr, J. Earl ..... Oklahoma
Thal, Paul E. ..... Illinois
Umphries, John W. ..... Missouri
Urban, Maye ..... Oklahoma
Vaden, Alfred ..... Oklahoma
Vanderwork, Melvia E. ..... Oklahoma
Walker, Birdie ..... Oklahoma
Wallace, Lucy ..... Oklahoma
Warnaca, Agnes ..... Oklahoma
Warnaca, Albert ..... Okalhoma
Wheeler, Iven ..... Oklahoma
Winn, Alvin T. ..... Oklahoma
Wise, Le Roy ..... Missouri
Wolfe, Opal ..... Oklahoma
Woodridge, Hutsie ..... Oklahoma
Wright, Don B. ..... Kentucky
Wright, Blanche E. ..... Kansas
Wright, Majel I. ..... Kansas

COLLEGE OF BUSINESS

Allen, William H. ..... Oklahoma
Anderson, Myrtle ..... Oklahoma
Blackman, Will ..... Okahoma
Blakeslee, Stella ..... Oklahoma
Britton, Eva ..... Oklahoma
Eby, Noda ..... Oklahoma
Ent, George ..... Oklahoma

Frantz, Will	Oklahoma
Gasaway, Ellis	Oklahoma
Hayen, Harry	Oklahoma
Henderson, Bessie	Oklahoma
Hawthorne, Willie D.	Oklahoma
Hayen, Harry	Oklahoma
Hobson, Georgia	Oklahoma
Holdridge, L. Erie	Oklahoma
Lawrence, Jane	Oklahoma
Martin, Maria	Oklahoma
Mabrey, Joe	Texas
Myers, Jesse L.	Oklahoma
Neal, Susie	Arkansas
Russell, John	Oklahoma
Shockley, Edward	Oklahoma
Smith, Edgar W.	Oklahoma
Smith, Luther G.	Nebraska
Smith, Verlee	Oklahoma
Spalding, Roscoe H.	Oklahoma
Stambaugh, Zema	Oklahoma
Stebbins, Albert	Oklahoma
Stebbins, Elsie E.	Oklahoma
Stebbins, Harrison M.	Oklahoma
Stebbins, Robert R.	Oklahoma
Walker, Walter	Oklahoma
Ward, Guy	Oklahoma
Wheeler, Ernest E.	Oklahoma
Whitaker, Archie	Oklahoma

COLLEGE OF MUSIC

Anderson, Myrtle	Oklahoma
Aitken, LaVerne	Oklahoma
Austin, Mabel	Oklahoma
Austin, Nina	Oklahoma
Bailey, Mildred K.	Oklahoma
Bernheisel, Ada	Oklahoma
Bernheisel, Maude	Oklahoma
Biggs, Zona	Missouri

Blackburn, Bessie ---------- Oklahoma
Blakeslee, Gladys ---------- Oklahoma
Blakeslee, Stella ---------- Oklahoma
Britton, Eva ---------- Oklahoma
Brown, Grace ---------- Oklahoma
Brown, Bessie ---------- Oklahoma
Buckles, Mabel ---------- Oklahoma
Carrier, Darl ---------- Oklahoma
Carrier, Ellen ---------- Oklahoma
Carr, James ---------- Oklahoma
Charlton, Artie ---------- Oklahoma
Charlton, Ettie ---------- Oklahoma
Clark, Effie ---------- Oklahoma
Cleveland, Maude ---------- Oklahoma
Coombs, Veda V. ---------- Indiana
Crick, Edna ---------- Oklahoma
Crouch, Bessie ---------- Oklahoma
Danely, Pearl ---------- Oklahoma
Dawson, Ada M. ---------- Oklahoma
Deardoff, Glenna ---------- Illinois
Decker, Leonard ---------- Oklahoma
Denton, Ruby ---------- Texas
Dickinsheets, Euna ---------- Oklahoma
Dinning, ———— ---------- Oklahoma
Dodd, Ernestine ---------- Oklahoma
Dunworth, Imo ---------- Oklahoma
Dunworth, Mabel ---------- Oklahoma
Edwards, Evert ---------- Oklahoma
Edwards, Hazel D. ---------- Oklahoma
Elder, George G. ---------- Kansas
Elder, Kate M. ---------- Oklahoma
Else, Mrytle ---------- Oklahoma
Evans, Frances L. ---------- Oklahoma
Evans, Ranald S. ---------- Oklahoma
Evans, Valeria ---------- Oklahoma
Ewing, Inez ---------- Oklahoma
Faurote, Pearl ---------- Oklahoma
Fink, Hazel ---------- Oklahoma

Fischer, John	Oklahoma
Fowler, John H.	Oklahoma
Fredricks, Flossie A.	Oklahoma
Fry, Mabel C.	Oklahoma
Funk, Charles H.	Louisiana
Ganoe, Charles	Iowa
Ganoe, James	Iowa
Garlick, Ernest	Oklahoma
Gay, David	Arkansas
Gay, John	Arkansas
Gensman, Mabel	Oklahoma
Geeslin, Fenton	Oklahoma
Gibble, James N.	Arkansas
Gist, Manfred	Oklahoma
Goff, Arta	Oklahoma
Goff, Fred M.	Oklahoma
Goode, Bonnie	Oklahoma
Gorton, Laura	Missouri
Hamilton, Edith	Oklahoma
Hamm, Ruth	Oklahoma
Hammer, Etha	Oklahoma
Harper, Lena	Indiana
Harper, Chester	Indiana
Harper, Fred	Indiana
Harp, Ralph	Oklahoma
Hayen, Bessie	Oklahoma
Henderson, Bessie	Oklahoma
Hendrickson, Grayce	Oklahoma
Hendrickson, Bessie W. R.	Oklahoma
Herrington, Ethlyn	Oklahoma
Herzberg, Faye	Oklahoma
Hooker, George	Oklahoma
Horne, Nell F.	Oklahoma
Horton, Capitola	Oklahoma
Hynds, Mary	Oklahoma
Jones, Nelle	Oklahoma
Legg, Carl	Oklahoma
Light, Laura	Oklahoma

Logan, Ina ---------- Oklahoma
Maroney, Hugh ---------- Oklahoma
Marshall, Elma M. ---------- Minnesota
Martin, Goldie ---------- Oklahoma
Martin, Winifred ---------- Kansas
Mayberry, Ruth ---------- Oklahoma
McCafferty, Bertha ---------- Oklahoma
McCain, Irma ---------- Oklahoma
McClain, Pearl ---------- Oklahoma
McCarty, Elva ---------- Oklahoma
McFarland, Bessie ---------- Oklahoma
McKee, Reah ---------- Oklahoma
McMillan, Irma ---------- Oklahoma
Messall, Frank ---------- Oklahoma
Mills, Jessie ---------- Oklahoma
Neal, Susie ---------- Arkansas
Overton, Henry ---------- Oklahoma
Page, Claudia Z. ---------- Ohio
Palmer, Temple ---------- Texas
Pedigo, Opal ---------- Kansas
Peniwell, Ruth ---------- Kansas
Pittenger, Mayme ---------- Oklahoma
Poetker, Henry ---------- Oklahoma
Price, Lillian ---------- Texas
Reiter, Rosa ---------- Ohio
Reser, Joyce ---------- Oklahoma
Root, Minnie ---------- Oklahoma
Roper, Irl ---------- Missouri
Sexton, Audrey ---------- Oklahoma
Shenk, Edith ---------- Oklahoma
Shipherd, Matie ---------- Oklahoma
Shirley, Emma ---------- Oklahoma
Smith, Eli H. ---------- Oregon
Smith, Edgar L. ---------- Kansas
Smith, Hallie ---------- Nebraska
Smith, Ila ---------- Nebraska
Smith, Verlee ---------- Oklahoma
Snapp, Lela ---------- Oklahoma

Snapp, Lloyd ---------- Oklahoma
Stambaugh, Eva ---------- Oklahoma
Stebbins, Bernice ---------- Oklahoma
Stebbins, Elsie ---------- Oklahoma
Taylor, Maurice ---------- Oklahoma
Turner, Jessie ---------- Oklahoma
West, Cleo ---------- Oklahoma
Walker, Birdie ---------- Oklahoma
Wheeler, Beatrice ---------- Oklahoma
William, Junia ---------- Oklahoma
Wolfe, Opal ---------- Oklahoma
Wright, Don B. ---------- Kentucky
Wright, Majel I. ---------- Kansas
Yohe, Horace ---------- Pennsylvania

SCHOOL OF ORATORY AND EXPRESSION

Aikins, Arthur J. ---------- Oklahoma
Allen, Lloyd ---------- Oklahoma
Athey, Roy ---------- Oklahoma
Beardsley, Frank H. ---------- Illinois
Biggs, John Q. ---------- Missouri
Bubolz, John ---------- Canada
Bush, Forrest ---------- Kansas
Carrier, Floyd ---------- Oklahoma
Chandler, Gilbert E. ---------- Australia
Crain, James A. ---------- Oklahoma
Crick, Edna ---------- Oklahoma
Cunningham, John W. ---------- New Zealand
Engle, N. Ferd ---------- Colorado
Funk, Chas. H. ---------- Louisiana
Ganoe, James A. ---------- Iowa
Goode, Bonnie ---------- Oklahoma
Gorton, J. E. ---------- Missouri
Guy, Jo W. ---------- Oklahoma
Hargrove, Frank K. ---------- Missouri
Heck, Oscar B. ---------- Oklahoma
Henderson, Agnes F. ---------- Oklahoma
Hodge, Orville ---------- Missouri

Kirtley, Charles T. ---------- Oklahoma
Lash, Frank H. ---------- Oklahoma
Lovell, Lyman ---------- Oklahoma
McCarty, Harry ---------- Oklahoma
Miller, Arnold ---------- Oklahoma
Nelson, John ---------- Kansas
Payne, Ella M. ---------- Oklahoma
Patterson, Emmett W. ---------- Oklahoma
Pedigo, Opal ---------- Kansas
Roberts, Walter S. ---------- Louisiana
Roper, Irl ---------- Missouri
Ross, Earl T. ---------- Oklahoma
Schenk, Elmer W. ---------- Missouri
Shenk, Edith ---------- Oklahoma
Shirley, Otto ---------- Kansas
Emith, Andrew G. ---------- Nebraska
Smith, Edith ---------- Oklahoma
Smith, ,L. Roy ---------- Oklahoma
Snapp, Lloyd E. ---------- Oklahoma
Taylor, Claude C. ---------- Missouri
Taylor, Elbert A. ---------- Missouri
White, Francis S. ---------- Nebraska
Williams, Junia ---------- Oklahoma
Woodward, George W. ---------- Illinois

SCHOOL OF FINE ART

Beeson, Lena ---------- Oklahoma
B'ackman, Katie ---------- Oklahoma
Charlton, John ---------- Oklahoma
Crouch, Bessie ---------- Oklahoma
Decker, Leonard ---------- Oklahoma
Dobson, Edwin ---------- Oklahoma
Etheridge, Roy E. ---------- Oklahoma
Ginter, Byron H. ---------- Oklahoma
Holdridge, L. Erie ---------- Oklahoma
Horton, Capitola ---------- Oklahoma
Isbell, Guida L. ---------- Oklahoma
Kline, Mary ---------- Oklahoma

Legg, Garl	Oklahoma
Layton, Byron	Oklahoma
Lumby, Earl C.	Panama
Marshall, Elma M.	Minnesota
Peavey, Claude	Oklahoma
Penn, Elizabeth	Oklahoma
Price, Lillian	Texas
Ratliff, Jay	Texas
Roper, Irl	Missouri
Rush, Don D.	Oklahoma
Sexton, Audrey Mae	Oklahoma
Shenk, James L.	Oklahoma
Smith, L. Roy	Oklahoma
Stambaugh, Zema	Oklahoma
Vanderwork, Melvia E.	Oklahoma
Wheeler, Iven	Oklahoma
Yohe, Horace	Pennsylvania

TRAINING SCHOOL OF THE UNIVERSITY HOSPITAL

Bockhoven, Vina E.	Oklahoma
Etter, Lena	Oklahoma
Lyndell, Anna M.	Oklahoma
Murdoch, Nellie A.	Oklahoma
Neff, Georgia E.	Oklahoma
Stiner, Ida M.	Oklahoma

SUMMARY

Graduate Students	4
College of Liberal Arts	61
*College of the Bible	82
Preparatory School	125
College of Business	35
College of Music	138
School of Oratory and Expression	46
School of Art	29
Training School of the University Hospital	6
Total Number of Matriculates	525
Total Number of Different Students	325

*Including only those preparing for the ministries of the Church. Other students taking Bible work not counted.

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ENID is an ideal location for a school. The general elevation of the country is about 1200 feet, giving us a fine, bracing atmosphere, highly advantageous to student life. Good water is had in abundance at from 30 to 50 feet. The lay of the country is beautiful in every direction, and the view from the campus magnificent; several towns and villages are in sight. Railroads reach out in ten different directions.

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THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

Bulletin of

Oklahoma Christian University

Enid, Oklahoma

Catalogue Number, May 1, 1911

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CALENDAR 1911-12

JUNE

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JULY

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AUGUST

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OCTOBER

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JANUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Catalogue

of

Oklahoma Christian University

Enid, Oklahoma

Giving

BOARD OF TRUSTEES, FACULTY, INFORMATION CONCERNING
THE VARIOUS COLLEGES AND SCHOOLS OF THE
UNIVERSITY, WITH THE ANNOUNCEMENTS
FOR THE SESSION OF 1911-12

CALENDAR

SEPTEMBER, 1911, TO JUNE, 1912.

FIRST TERM.

First Term Opens ..... Tuesday. Sept. 19, 1911
Enrollment and Classification,
Tuesday and Wednesday, Sept. 19 and 20, 1911
Convocation Sermon ..... Sunday, Sept. 24, 1911
Reception for Students ..... Monday, Oct. 21, 1911
Faculty Recital ..... Friday, Oct. 13 1911
Thanksgiving Holiday ..... Thursday, Nov. 30, 1911
Recital, College of Oratory ..... Thursday, Nov. 30, 1911
Recital, College of Music ..... Monday, Dec. 18, 1911
Term Examination,.. Thursday and Friday, Dec. 21 and 22, 1911
First Term Ends ..... Friday, Dec. 22, 1911

SECOND TERM.

Second Term Opens ..... Tuesday, Jan. 2, 1912.
Enrollment and Classification ..... Tuesday, Jan. 2, 1912
Reception for Students ..... Monday, Jan. 8, 1912
Celebration of Washington's Birthday and
Oratorical Contest, Thursday, Feb. 22, 1912
Term Examinations, .. Thursday and Friday, March 14, 15, 1912
Second Term Ends ..... Friday, March 15, 1912

THIRD TERM.

Third Term Opens ..... Tuesday, March 19, 1912
Enrollment and Classification ..... Tuesday, March 19, 1912
Students' Recital, College of Music ..... Monday, April 8, 1912
Final Examinations, Friday, Saturday and
Tuesday, May 31 and June 1 and 4, 1912
Baccalaureate Sermon ..... Sunday, June 2, 1912
Annual Concert, College of Music ..... Monday, Junt 3, 1912
Art Reception ..... Tuesday Afternoon, 2-5, June 4, 1912
Annual Entertainment, School of Oratory,
Tuesday, June 4, 1912
Faculty Reception ..... Wednesday, 2-5, June 5, 1912
Oratorical Contest ..... Wednesday, June 5, 1912
Commencement Exercises .... Thursday, 10 a. m., June 6, 1912

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Professor of Apologetics and Chistian Doctrine.

[A. B. Bethany College, '75; A. M., Ibid, '77; LL. D., Hiram College; Student at Bethany, '71-'75; Prof. in Bethany College, '75-'77; President of Kentucky Classical and Business College, '77-'84; President Garrard Female College, '84-'85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-'02; President Texas Christian University, '02-'06; President Oklahoma Christian University, '06—]

OLIVER N. ROTH, A. B., Vice President.
Professor of Sociology and Economics.

[A. B., Transylvania University, '04; Classical Diploma College of the Bible, Lexington, Ky., '04; Student Transylvania University and College of the Bible, '98-'04; Minister Church of Christ, Kansas City, Kans., '04-'05; Ibid, Wichita, Kansas, '06-'09; Chancellor Oklahoma Christian University, '09—]

FRANK H. MARSHALL, A. M., Ph. D.
Professor of Biblical Greek and New Testament Literature.

[B. S., Butler University, '88; A. B., Ibid, '90; A. M. Ibid, '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student, Ibid., '89-'91; Graduate Student University of Chicago, 1900; Professor Biblical Languages and Literature, N. W. Christian College, '91-'96; Pastor Christian Church, Mankato, Minn., '95-'97; Missionary to Japan, '97-'99; Professor Biblical Languages and Literature, Texas Christian University, '99-'06; Professor Biblical Greek and New Testament Literature, Oklahoma Christian University '07—]

OLIVER L. LYON, A. M., Ph. D.
Professor of English and Philosophy.

[Ph. D., DePauw University, '94; A. M. Ibid., '95; Ph. D., Boston University, '96; Graduate Ill. State Normal, 1900; Professor of English and History in Steelville Normal School, Mo., '88-'91; Professor of Natural Sciences in Greencastle High School, Ind., '91-'95; Principal Steelville Normal School and Professor of English and History, '96-'97; Professor of Sociology and Economics, also Assistant in English, Illinois Wesleyan University, 1900-'05; Minister First Christian Church Newman, Ill., '05-'07; Professor of English, Oklahoma Christian University, '07—]

ARTHUR F. REITER, A. B.
Professor of Mathematics and Physics.

[Student Ohio Northern University, '00-'04; Tri State College, '91-'99; Hiram College '04-'05; A. B., Ibid., '05; Student University of Chicago, '08, '10; Principal Mt. Cory, O., High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '09-'00; Minister, 1900-'07; Instructor in English and Mathematics, Central Mennonite College, '06; Professor of Mathematics and Physics, Oklahoma Christian University, '07—]

SAMUEL H. HORNE, A. B.
Professor of History.

[A. B., National Normal University Ohio, '92; A. B., University of Texas, '07; Student University of Texas, '94-'95, and four subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor in Summer Normals; Instructor in History, Texas Christian University, '05-'06; Professor of Spanish and Instructor in History, Ibid., '06-'07; Professor of History and Political Science, Oklahoma Christian University, '07—]

GUY K. STANTON, A. M.
Professor of Natural Sciences.

[B. S., Hiram College O., '06; A. M., Bethany College, W. Va., '09; Student Hiram College, '02-'06; Graduate Student Bethany College, '08-'09; Graduate Student University of Kansas, '10; Professor Biological Sciences and History, Clarksburg College, Mo. '06-'08; Assistant Professor Natural Sciences, Bethany College, '08-'09; Instructor in Education, West Virginia Normal, Summer Session, '09; Professor Natural Sciences, Oklahoma Christian University, '09—.]

JOSEPH E. SMITH, A. B.
Professor of Latin and Modern Languages.

[A. B., Cotner University, '09; Student Cotner University, '03-'08; Student on Cecil Rhodes Scholarship, Oxford University, '08-'11; B. A., Oxford University, '11; Professor, Oklahoma Christian University, '11—.]

CLAUDE C. TAYLOR, A. M.
Instructor in Semitic Languages and Old Testament Literature.

[A. B., Oklahoma Christian University '09; A. M., Ibid., '10; Student Normal School, '91-'92; Student Oklahoma Christian University, '07-'10; Instructor Public Schools of Missouri and Nebraska, '92-'96; Minister, '03-'07; Instructor, Semitic Languages and Old Testament Literature, Oklahoma Christian University, '09—.]

ANDREW G. SMITH, A. B.
Instructor in English.

[A. B., Oklahoma Christian University, '10; Student Lincoln Normal University, '97; Ibid. Cotner University, '00; Ibid., Oklahoma Christian University, '07-'10; Instructor, Nebraska Public Schools, '08-'00; Instructor Oklahoma Christian University, '09—.]

MAUDE WAITE MARSHALL, A. B.
Instructor in Natural Sciences and History.

[A. B., Texas Christian University, '01; Student Northwestern Christian College, Minnesota, '93-95; Student Texas Christian University, '99-'01; Teacher Minnesota Public Schools 7 years; Instructor N. W. C. College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07—.]

EDSON D. PRICE, A. M.
Instructor in Mathematics and English, and Director of Physical Training.

[A. B., Oklahoma Christian University, '10; A. M., ibid., '11; Student Oklahoma Christian University '08-'11; Principal Public Schools of Enid, '04-'11; Instructor, Oklahoma Christian University, '11—.]

CHARLES M. PRATER, B. S.
Professor in College of Business.

[Graduate of Draughon Business College, Ft. Worth, Tex., '99; Graduate Tyler Commercial School, '00; Principal Shorthand Department, Ibid., '00-'04; Principal Chickasha Business College, '04-'08; Principal Business College, Oklahoma Christian University, '08—.]

V. OLIVE PRATER
Instructor in College of Business.

[Teacher Public Schools, four years; Student, Tyler Commercial College, '03; Graduate Chickasha Commercial College, '04; Instructor, Shorthand and Typewriting, Ibid., '04-'05; Instructor, Business College, Oklahoma Christian University, '08—.]

REIN DYKSTERHUIS
Professor of Music; Violin and Piano.

[Student Antwerp Royal Conservatory, under Prof. Marien, '90-'93; under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student Brussels Conservatory '98; twelve years' experience as instructor; First Violin Symphony Orchestra, of Cincinnati, '99-'04; Member of Marien String Quartette, of Cincinati, '00-'04; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06—.]

ETHEL MAE HARRIS
Professor of Music; Piano, Theoretical Branches and Musical History.

[Graduate Wesleyan College of Music, Bloomington, Ill.; Student Grand Prairie Seminary, Onarga, Ill.; Student Sherwood Music School Chicago, Ill., under the noted William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ill.; did private teaching in Mineral Point, Wisconsin, '00; Directress of Piano Department, Litta Conservatory, Bloomington, Ill.; Instructor in Music, Wesleyan College of Music Bloomington, Ill.; Principal of Piano Department, Oklahoma Christian University,'08—.]

SAMUEL G. HART
Professor of Music; Voice.

[Graduate, Conservatory of Music, University of Wooster; Student, Ibid., '06-'09; Special Student in Voice 7 years, under the instruction of Alfred Baehrens Miss Weidlendt, Miss Shanafelt and Hutchins; concert soloist, two years; Instructor in Voice, private school, 2 years; Assistant Teacher in Voice, Conservatory of Music, University of Wooster, '07-'08; Instructor in Voice, Oklahoma Christian University, '09—]

LILIAN J. FLEMING
Professor of Music; Piano.

[Graduate School of Music, Upper Iowa University, '05; Ibid., Northwestern University, '09; Student in Organ with P. C. Lutkin; Ibid Piano, with Arne Oldberg; Organist, Manchester, Iowa, and Enid, Okla.; Studio work, Manchester Iowa; Professor of Music, Oklahoma Christian University, '10—]

LAURA LEIGH HANSON
Principal of the Department of Oratory, Professor of Oratory and Dramatic Art.

[Graduate of Blish College, Boston, '93; Post Graduate, Ibid., '94; Student of Prof. Leland T. Powers '95; Student and Instructor in Wheatcroft Dramatic College, New York, '96; Specialist in Shakespearean work before Colleges and Clubs, '97; Principal of Hanson School of Expression, San Francisco, '98-'01; gave Oratorical and Dramatic Readings, '02; President Hanson College in Boston, '08-'09; Principal of Department of Oratory in Oklahoma Christian University, '10—]

JOHN G. BRADLEY, B. O.
Professor of Oratory.

[Student under Florence Higgins Butler, '07; Graduate, School of Oratory and Expression, Valparaiso University, '09; Post-

graduate, Ibid., '10; Student, English Literature, '07-'10; Student Southern Illinois Normal University; Principal Campbell Hill High School, two years; Assistant, Department Oratory Valparaiso University, '09; Professor of Oratory, Oklahoma Christian University, '11—]

HELEN PURMORT

Instructor in Art.

[Student under Miss Russell, St. Louis, '07; St. Louis School of Fine Art, '08-'09; Osgood School, New York, '09-'10; Instructor in Art, private school; Instructor in Art Oklahoma Christian University, '10—]

BERTHA STARK

Instructor in Trained Nurses' Department.

[Student Training Department, Wichita Hospital, '96-'98; Graduate, Ibid., '98; Supt. Enid Hospital, '08-'09; Supt. University Hospital and Instructor Dept. of Trained Nurses, '09—]

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Oklahoma Christian University

Historical Statement

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER.

Oklahoma Christian University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They held that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be nonsectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by character or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, the aim is to develop a University in the true sense of that word

as rapidly as financial conditions will permit and professional and technical schools must, therefore, have a place. Several schools and colleges have already been established, and among these is a Bible College offering Courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since The College of Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools and colleges are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED.

The founders of Oklahoma Christian University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning, dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw a need of Christian schools to mentalize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material conditions and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Oklahoma Christian University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS.

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS.

A deed to forty acres of ground has been delivered. Three buildings—Main Building, Fine Arts Building and Ladies Hall, have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, have been installed at a cost of about $15,000. For full description of these buildings, see subsequent pages.

The first session closed May 31, 1908. The patronage and work of the year was most gratifying to the promoters and friends of the school. The fourth session is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. Nearly three thundred and fifty students have been enrolled, about eighteen different states and four foreign countries being represented. The twelve schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

THE FIELD OF THE SCHOOLS.

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Oklahoma Christian University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying on the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Oklahoma Christian University is situated so as to serve the people of Colorado in an admirable way. It needs the support of this vigorous young state, and in time will render it great assistance.

6. New Mexico and Arizona and other western states are rapidly developing. The great irrigation work which has already accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid wastes of these desert states blossom and bud as the rose. Oklahoma Christian University is situated so as to be of great benefit to these states whose future is so bright with promise and surely they will render no mean assistance to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resouces. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—The Main Building.

This is a brick structure, trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the fine arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks

above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story three large literary society halls are provided, and three rooms for the accommodation of the Business College. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west, looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide, and is destined to be one of the best streets of the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building.

North of the main building about 35 feet distance, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin, and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; a recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its di-

mensions on the ground floor are about 60x120 feet. There is a basement occupied with kitchen and accompanying rooms—pantry, dish room and store room; a large dining room with a seating capacity for 150 people at table; two rooms for female a basement story 10 feet in the clear, and 6 feet above grade, servants; a laundry room; a large toilet room, and a cloak room. On the first floor there is a main hall 15 feet wide, and above this are two full stories, but no dormer story. The running crosswise of the building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends, they are trusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in

the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls comimtted to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlasts the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood; and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

THE SCOPE OF THE WORK.

1.—The Term University

The use of the term University is justified: First, because of the number of schools and colleges that are now in operation, a description of which appears below. Second, because of the purpose to establish professional schools as soon as the financial condition will permit. Third, because the popular and lexical use of the term justifies us in applying it to our school.

2.—General Education.

A liberal culture ought to lie at the basis of all forms of specialized work. It is our aim, therefore, to offer strong culture courses such as afford the mental development and discipline necessary to successful specialization.

3.—Elementary Professional Studies.

The leading universities of our country have at last recognized the fact that professional studies of an elementary character may very profitably enter into the culture courses, and consequently the first year in law, medicine and even in theology, is allowed to count on the work required for a literary

degree, in some of the best colleges and universities. This policy recognizes the distinct cultural value of professional study, gives a practical turn to the student's college course, predisposes him toward the specialization necessary to his chosen profession, and is a saving of at least one year's time to the person who completes both the culture and professional courses.

4.—Special Schools and Colleges.

In the special lines of music, art, oratory, normal work and commercial study, strong couses are offered, based upon such general preparation as is necessary to good work in the various special lines and to success in active life.

SUMMARY OF THE VARIOUS COLLEGES.

1.—The High School.

This school offers the work usually covered by the best high schols of the country. Many people feel that the high school work can be done better at a college or university, inasmuch as the student's course can be better adjusted to the college work that is to follow, and often at a saving of a year's time in the total school period. Furthermore, there are many young people in this state, and even in the older states, who are so situated that they do not enjoy the advantages of first class high schools. To accommodate this large class of young persons, a university high school is a necessity.

2.—The College of Liberal Arts.

This college is the basis of all forms of specialized or professional work. Here the culture courses are provided. These may be somewhat varied in character, differentiated by the major line of work that the student may elect to take up, such, for instance, as mathematics, classical languages, modern languages, natural science or history.

3.—The College of the Bible.

In this college will be offered strong lines of work in biblical languages, Bible history, biblical literature, homiletics, hermeneutics, pastoral theology, Christian evidences and biblical criticism. This work will be based on a broad literary preparation. About one-half of the work of the four college

years is literary and the other half biblical. A two years' graduate course is also offered.

4.—School for Church Workers.

In these days an ever-increasing number of persons are making preparation for church work in various forms. Pastoral helpers, evangelistic singers, and Sunday School teachers are making special preparation for their work. Courses adapted to the wants of this important class of students are provided.

5.—The College of Music.

The college of music offers comprehensive courses in piano, violin, voice, musical history, harmony, theory, and in short, all the branches that enter into a liberal musical education. A course in evangelistic and church music is offered, which is of special value to those preparing for the ministry and other forms of church work. Instruction in sight singing is also given, which is valuable to the class of persons just mentioned and to young people preparing for teaching in the public schools.

6.—The College of Business.

In this school comprehensive lines of work in bookkeeping, stenography, typewriting and penmanship are offered. In short, instruction is given in all the branches taught in the best business colleges.

7.—The School of Oratory.

In the school of oratory instruction is offered in the art of reading, public speaking, and in the branches that bear directly upon this important work. Both individual and class lessons are given. The work is valuable to all classes of students and especially to those looking forward to the ministry and legal profession—in short, to all who expect to become public speakers.

8.—The School of Fine Arts.

This school offers instruction in drawing, sketching, painting from nature and decorative art in all forms. Modeling and sketching from nature, will receive special attention. In all the best public schools of the country, drawing is now made a part of the required work. In the German schools this

work has long occupied a prominent place. We will offer a comprehensive course in preparatory art, which ought to enter into every student's course and it will be especially valuable to those preparing for the teachers' profession.

9.—Correspondence School.

There has recently been established a correspondence school. Much of the work of the various courses will be offered by correspondence. Our purpose in offering this work is: first, to assist those who are denied the privilege of resident collegiate work in making a large preparation for the work of life; second, to help those who wish to pursue systematic lines of work while engaged in business avocations, but who look forward to resident college work as soon as circumstances will permit; third, to enable those who are compelled to drop out of school temporarily to keep in touch with their college work and make some progress toward the goal of their ambition.

10.—Courses for Public School Teachers.

Persons preparing to teach in the public schools can get any line of work that they may desire. All the common branches are taught, together with the theory and practice of teaching, elementary psychology, English and American literature, and a course in natural science. On another page will be found a full statement of the work available for teachers. It is sufficient to say here that persons desiring to prepare for public school teaching can get all the branches that properly belong to a high grade teachers' course and at the same time enjoy the advantages of a University atmosphere.

11.—The Graduate School.

We offer a graduate course of one year leading to the degree of A. M. All graduates, whether from the literary or ministerial courses, will find this to be a most valuable year of work. Some remain to take this work; and some, after they have been out of college a few years, will return to enlarge their preparation by further study. An additional graduate year is offered in the College of the Bible, leading to the degree of B. D.

12.—A Training Course for Nurses.

In connection with the University Hospital a course of training of nurses is offered. It is really the beginning of the work in the medical college that we expect soon to inaugurate.

Special Curses.

Special courses in great variety are offered. The wishes of almost any student can be met. Those who do not wish to take any of the regular courses can arrange for special courses, long or short as they may desire. Do not hesitate to come if you do not see outlined just what you want. We will arrange a course to suit you.

THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is preeminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensable part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for class-room work even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction the library is indispensable. We have installed a good working library. We have placed nearly fifteen hundred volumes of well selected books on our shelves as a start for a library and we expect to add several hundred volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes, classified, catalogued and accessioned, according to modern methods, may better deserve the name of library than

five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and is being catalogued according to the "Dewey System"; this, together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

2.—The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we are providing room for four laboratories—chemical, philosophical, biological and physical. We will expend several thousand dollars in the equipment of these laboratories. A considerable sum has already been expended, and, as a matter of course, we will add to this equipment year by year.

3.—General Appliances.

We have also spent a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and double this amount will be expended in the near future.

College of Liberal Arts

College of Liberal Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President.
Professor of Apologetics, Psychology and Logic.

OLIVER N. ROTH, A. B.
Professor of Sociology and Economics.

FRANK H. MARSHALL, A. M., Ph. D.
Professor of Biblical Greek and New Testament Literature.

OLIVER L. LYON, A. M., Ph. D.,
Professor of English Language and Philosophy.

SAMUEL H. HORNE, A. B.,
Professor of History.

ARTHUR F. REITER, A. B.,
Professor of Mathematics and Physics.

GUY K. STANTON, A. M.
Professor of Natural Sciences.

JOSEPH SMITH, A. B.
Professor of Latin and Modern Languages.

CLAUDE C. TAYLOR, A. M.,
Instructor in Semitic Languages and Literature.

COLLEGE OF LIBERAL ARTS.
Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of all the other colleges and departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of other colleges, but this, in the very nature of the case, must be with greatest profit. Students are urged to take as much of this work as possible as a basis for the work of any of the other colleges. The complete college course should be taken if it can be done.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them.

ENTRANCE REQUIREMENTS.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in our High School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units.

1. **English** ..... **3 units.**
   This must include (a) Academic Grammar and Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American and English Literature, 1 unit; Uniform college entrance requirements recommended.
2. **Mathematics** ..... **2½ units.**
   Including (a) Algebra, 1½ unit; Plane Geometry, 1 unit.
3. **Foreign Language** ..... **2 units**

These units must be offered in one language. They may be offered in Latin, Greek, German, French or Spanish.

4. **Physics (including laboratory work) ..... 1 unit**

5. **History ..... 1 unit**

6. **Electives ..... 5½ units**
These electives are chosen from the usual subjects taught in good high schools.

Total ..... 15 units.

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represent the work done during four years' study in a first class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note 1—Students for the ministry who take five years of New Testament Greek and Hebrew in the College are permitted to offer electives instead of the 2 units in Foreign Language.

Note 2—Students lacking a limited number of units may enter the freshman year of the College, conditioned on making up the deficit.

Graduates of Approved High Schools.

Students with diplomas from first-class high schools are admitted to the freshman year of the College of Arts, unconditionally.

The Curriculum of the College of Liberal Arts.

The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below.

In arranging the lines of study, it is intended to suit the bent of mind of individual students. It is believed that the secret of greatest good to the student can be found only when

he is approached with proper respect and provision for his individuality. With this thought dominant, the elective system is used instead of the arbitrary curricula of earlier days. Enough work is prescribed to insure a thorough and disciplinary line of study, at the same time measurably meeting the demands of various tastes and aptitudes, and avoiding all undesirable rigidity. Beyond this, the student is permitted, under the advice of the professor in charge, to select for himself the studies he desires to pursue.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS.

I.—Required of All Students.

(a). **English.**—Advanced Rhetoric and Composition—One year.

(b). **Psychology and Logic.**—One year.

(c). **Apologetics, and Ethics or Biblical Literature.**—One year.

II.—Major Study.

Each student must choose a Major Study, selected from the following: Latin, 3 years; Greek (classical and Biblical), 3 years; Hebrew, 3 years; German, 3 years; Romance Languages, 4 years; English, 3 years; Natural Sciences, 3 years; Mathematics, 3 years; History and Economics, 4 years.

III.—Minor Study.

Each student must pursue a Minor Study, selected by the committee of the faculty. The Minor Study must continue at least two years, and in some cases three, depending largely upon the nature and grade of work done on the Major Study.

IV.—Thesis.

Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must be approved by his Major Professor, and the work done under his direction.

V.—Electives.

In addition to the work prescribed above each student must

elect work from the various departments, sufficient to make a total of at least 192 credits. (Four credits will be given for the thesis.)

Note: The student is permitted to elect 30 credits from the Special Departments, if he has elected none for his entrance requirements. In the latter case, he may elect 18 such credits for his college requirements.

Definition of College Credit.

A college credit represents one full hour period of recitations for one term. A student reciting 16 hours per week for one year would receive 48 credits; for four years, 192 credits.

WORK REQUIRED FOR THE DEGREE OF MASTER OF ARTS

I. The student, having previously received the Bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work.

II. He must do work amounting to at least 48 credits. most of his studies may be chosen as free electives from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee.

IV. The candidate must pursue his graduate studies along the lines of the major and minor subjects of his undergraduate work.

Courses of Instruction

DEPARTMENT A.—ENGLISH.
Professor Lyon.

The aim of this department is: (1) to develop logical thinking and the ability to express thought in clear, strong and graceful language; (2) to trace the origin and development of the English Language and Literature to the present time; (3) to broaden and deepen life by contact with both the ideal and real life of the race; (4) to appreciate the true, the beautiful and the good in the masterpieces of English and American Literature; (5) to learn the constructive principles of both form and content in Literature; (6) to cultivate a genuine interest in the subject which will ripen into more extensive research and be perennial.

Special students in English should, as far as possible, take studies closely correlated with it; for example, Sociology, History, Classic and Modern Languages and some branches of Philosophy.

1. **Rhetoric.**—Since the ability to say just the right thing in the right way is the most practical result of education, the art of composition will receive more emphasis than the Science of Rhetoric.

Frequent Themes.—Special attention given to Narration, Description, Exposition, Argumentation, Style, Diction and Figures of Speech. Critical reading of selected American Prose.
Prerequisites.—High School English 3 yrs. (Fall term 4 hrs.)

2. **Rhetoric**—Course 1, continued with English Prose.
(Winter term, 4 hrs.)

3. **Rhetoric.**—Course 2, continued English Poetry.
(Spring term, 4 hrs.)

4. **American Literature.**—This course is devoted to the works of the best American poets and prose writers. Relation of American to English Literature, Themes and extensive reading required. (Fall term, 5 hrs.)

5. **English Literature to 1789.**—The origin and development of the English language and Literature with causes affecting the changes, as reflected in Caedmon, Wycliff, Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, Pope, Addison, Gray, Cowper and Goldsmith. Many masterpieces studied both in and out of class. Written reports. (Winter term, 5 hrs.)

6. **British Poets of the 19th Century.**—Page's excellent work is used. Critical analysis of poems. Collateral reading. Written reports required. (Spring term, 4 hrs.)

7-8-9. **Shakespeare.**—Critical study of a number of his plays. Moulton's Moral System of Shakespeare will be worked out, which requires a careful study of almost all of Shakespeare's thirty-seven plays. Some attention will be given to the origin and development of the drama. Critical papers.
(Fall, Winter and Spring terms, 4 hrs.)

10. **Tennyson and Browning.**—Critical study of selected poems of each author to reflect his ideals, characteristics and philosophy of life. The relation of the authors to the life and literature of the Victorian Period. (Fall term, 4 hrs.)

11-12. **Literary Criticism.**—The aim is: (1) to see clearly why writings take rank and are admired; (2) to cultivate a taste for the best Literature, Original Critiques on Standard Works. A study in constructive principles of Literature.
Winter and Spring Terms, 4 hrs.

13. **English Seminary.**—A course in research work. Such literary problems studied as the origin and development of the novel, the drama, the epic, the essay, the elegy, romanticism. Papers read before the class for critical discussion. Open to advanced students only. (Spring term, 4 hrs.)

14-15-16. **Literary Interpretation of the Bible.**—A knowledge of the literary forms in which the Bible was written is necessary to the highest appreciation of the Divine Mind. No other method of interpretation will so bring out the beauty and spiritual value of the Scriptures and thus render the preacher the most effective. Moulton's Literary Study of the Bible and The Modern Reader's Bible are used.

(Fall, Winter and Spring Terms, 4 hrs.)

DEPARTMENT B.—LATIN AND GREEK.

Professor Joseph Smith.

I.—LATIN.

The power to interpret Latin accurately and rapidly and to appreciate its masterpieces as literature is properly the first aim in the study of language; at least, the teaching which is directed toward this end is best calculated to secure the many sided training which comes from the study.

The department aims to train the student to read Latin with intelligence and appreciation. Pre-requisites for such reading are a genuine feeling for the inflectional forms and an accurate knowledge of the principles of syntax. The work also aims to cultivate the power of sympathetic translation, which is unsurpassed as a training in the power of interpretation and expression. It is one of the best means of giving flexibility to the student's language and chastening his diction.

Such attention will be given to the history, literature and antiquities and the social life and customs of the Romans as time will permit, and as may be necessary for an appreciation of the selections read.

1, 2 and 3. **Rome During the First Century.**—This work will be based upon Pliny's Letters, which will be read in class. Other contemporary literature will be used, with special reference to the attitude of Rome toward Christianity.

(Fall, Winter and Spring, 4 hrs.)

4. **Tacitus.—Agricola and Germania.**—Wescott, Cape's Early Empire. (Fall term, 4 hrs.)

5. **Lucretius.**—De Rerum Natura. Books 1, 3, 5.—Kelsey. Epicureanism. (Winter term, 4 hrs.)

6. **Cicero.—Tusculian** Disputations. The New Academy. (Spring Term, 4 hrs.)

7. **Seneca.**—Moral Essays. Stoicism. (Fall term, 3 hrs.)

8. **Plautus.**—Moostellaria, Rudens, Maenaechmi. Special topics in etymology and the drama. (Winter term, 3 hrs.)

9. **Catullus.**—Merrill, Tibullus and Propertius; selections —Ramsey. Junior or Senior year. (Spring term, 3 hrs.)

10. **Livy.**—Books 5-7, Cluer and Matheson. Junior or Senior year; Elective, open to all who have completed 1-3. (Fall term, 3 hrs.)

11. **Tacitus.**—History or Annals. Junior or Senior year; Elective, open to all who have completed 1-3. (Winter term, 3 hrs.)

II.—GREEK.

1 and 2. **Greek Lessons.**—White's First Greek Book or Ball's Elements of Greek. (First and Second terms, 4 hrs.)

3. **Greek Lessons.**—White's First Greek Book, or Ball's Elements completed. Gleason's Gate to the Anabasis. (Third term, 4 hrs.)

4 and 5. **Xenophon's Anabasis,** Books 1-4. Goodwin's Greek Grammar, Xenophon's Hellenica, selections Books 1-3, Greek Prose Composition, Hogue's Irregular Verbs of Attic Prose. (First and Second terms, 4 hrs.)

6. **Homer's Iliad.**—Books 1-4. Gladstone Landmarks of Homeric Study. (Third term, 4 hrs.)

7 and 8. Herodotus, Orations of Lysias, Demosthenes, Phillipics and Olynthiacs, Plato's Apology and Crito, Jebb's Primer of Greek Literature. (First and Second terms, 3 hrs.)

9. Select Idyls of Theocritus, Sophocle's Antigone. (Third term, 3 hrs.)

DEPARTMENT C.—MATHEMATICS AND ASTRONOMY.

Professor Reiter.

The mathematical subjects should be correlated as far as possible, as follows: 1st year, Arithmetic, algebra and geometry; 2nd year, algebra, geometry and trigonometry; 3rd year, algebra, geometry and trigonometry; 4th year, geometry and trigonometry; 5th year, tigonometry, analytical geometry and calculus; 6th year, analytical geometry and calculus.

1 and 2. ***Solid Geometry.**—Lines, planes, polyhedrons, cylinders, cones and spheres, with note book work on original propositions. Text, Shutt's Solid Geometry.

(Winter and Spring terms, 4 hrs.)

3. ***Plane Trigonometry.**—Functions of an angle, trigonometric analysis, solution of triangles by the use of the natural functions of an angle, the relation of the natural function to plane geometry being emphasized to free the student from the burden of memorizing formulae. Text, Granville's Plane and Spherical Trigonometry. (Fall term, 4 hrs.)

4. **Plane Trigonometry.**—Solution of trigonometric equations and functions. Text, Granville's Plane and Spherical Trigonometry. (Winter term, 4 hrs.)

5. ***Plane and Spherical Trigonometry.**—Theory and use of logarithms in the solution of all plane and spherical triangles, Napier's analogies, and applications to the celestial and terrestial spheres. Text, Granville's Plane and Spherical Trigonometry. (Spring term, 4 hrs.)

6. ***Advanced Algebra.**—Review of factoring, fractions; simple, simultaneous and quadratic equations; ratio, proportion, series, binomial theorem for positive integral exponents, and logarithms. Text, Milne's Academic Algebra.

(Fall term, 5 hrs.)

7. **Advanced Algebra.**—Permutations, combinations, complex numbers, theory of equations, including Horner's method, and partial fractions.

Text, Hawke's Advanced Algebra. (Winter term, 5 hrs.)

8. **Advanced Algebra.**—Determinants, logarithms, continued fractions, variations and probability.

Text, Hawke's Advanced Algebra. (Spring term, 5 hrs.)

9. **Surveying.**—Adjustment, care and use of instruments, field work, computations, maps, profiles and plats.

(Fall term, 5 hrs.)

10. ****General Astronomy.**—(a) An advanced course, considering astronomical instruments, and the earth, moon, and sun, also celestial mechanics. A working knowledge of plane and spherical trigonometry is required.

Text, Young's Manual, or General Astronomy.

(Winter term, 4 hrs.)

11. ****General Astronomy.**—(1) A continuation of the preceding course, treating of planets, stars, comets and nebulae.

Text, Young's Manual or General Astronomy.

(Spring term, 4 hrs.)

12. **Analytic Geometry.**—The application of algebra to geometric problems, graphical representations of functions, certain curves and their equations.

Text, A Course in Mathematics, Vol. 1, Woods and Bailey.

(Fall term, 5 hrs.)

13.—**Analytic Geometry.**—Intersection of curves, differentiation of algebraic functions, change of axes, general equation of the second degree, and their tangents and polars.

Text, Woods and Bailey's A Course in Mathematics, Vol. 1.

(Winter term, 5 hrs.)

14. **Analytic Geometry.**—Elementary transcendental functions, parametric representation of curves, polar co-ordinates, and curvature.

Text, Woods and Bailey's A Course in Mathematics, Vol. 1.

(Spring term, 5 hrs.)

15.****Differential Calculus**—Differentiation, integration of functions of a single variable, emphasizing the fundamental processes.

Text, Woods and Bailey's A Course in Mathematics, Vol. 2.

(Fall term, 5 hrs.)

16. **Differential Calculus.**—Functions of two or more variables considered in connection with solid analytical geometry.

Text, Woods and Bailey's A Course in Mathematics, Vol. 2.
(Winter term, 5 hrs.)

17. ****Integral Calculus.**—Partial differentiation and multiple integrals, line integrals, series, complex numbers and differential equations.

Text, Woods and Bailey's A Course in Mathematics, Vol. 2.
(Spring term, 5 hrs.)

**Not given in 1911-12 for less than five students.
*No college credit given if elected in the high school.

DEPARTMENT D.—BIOLOGY AND GEOLOGY.

Professor Stanton.

Biological.—The biological laboratory, located in the southwest room of the first floor, is well lighted on two sides, making it exceptionally well fitted for the use of microscopes. The room has recently been fitted with new tables, chairs, charts and desk, which adds greatly to its appearance and efficiency. This laboratory is equipped with compound microscopes, dissecting microscopes, low power magnifiers, dissecting sets, improved college bench projection lantern and slides, human skeleton, Philtz life size mannikin, a complete set of 28 anatomical models and about 150 mounted Histological slides.

Geological.—The geological laboratory is confessedly still in its infancy, although there is already a classified collection of over one hundred specimens, and a few relief maps. This collection is, however, supplemented by a collection of plates and a projection lantern. Several valuable additions have been made during the past year.

I.—BIOLOGY.

1. **Invertebrate Zoology.**—An introductory course dealing with Animal Ecology. Study of life cycles, adaptations, instincts, distribution and structure of the Mollusca, Anthropoda,

Arachnoida and Insecta. One lecture, three recitations and an occasional quiz on theory and laboratory work.

Text, "Economic Zoology," Osborne. (Fall term, 4 hrs.)

2. **Invertebrate Zoology.**—Continuation of the previous course with a study of Protozoa, Sponges, flat worms and round worms. One lecture, three recitations and library readings.

Text, "Economic Zoology," Osborne. (Winter term, 4 hrs.)

3. **Vertebrate Zoology.**—The completion of a year's theory in Zoology with a study of fishes, frogs, reptiles, birds and mammals. One lecture, two recitations and a weekly quiz on library readings.

Text, "Economic Zoology," Osborne. (Spring term, 4 hrs.)

4. **Laboratory Zoology.**—The course consists of a study of type specimens illustrating course 1. A crayfish and grasshopper will be carefully dissected, drawings made and notes recorded in a note book. This course should be taken with course I.

Laboratory Manual, "Jordan's Animal Structures."

(Fall term, 4 hrs. credit.)

5. **Laboratory Zoology.**—Continuation of Course IV., with a study of type specimens illustrating the Protozoa, Sponges and worms. The student will identify the common forms of Protozoa under the microscope. This course should be taken with course 2.

Lab. Manual (Outlines by Instructor).

(Winter term, 4 hrs. credit.)

6. **Laboratory Zoology.**—Completion of a year's laboratory work in Zoology, with a dissection of a frog, snake, bird and a rabbit or cat.

Lab. Manual "Jordon's Animal Structures."

(Spring term, 4 hrs. credit.)

7. **Human Physiology.**—An advanced course covering the study of fundamental physiological actions, differentiation of tissues, the skeleton, blood, cartilages, connective tissues, motor

organs and nerves. Excellent course for students expecting to study medicine.

Text, "Martin's Human Body." (Fall term, 4 hrs.)

8. **Human Physiology.**—Continuation of course VII, covering secretory tissues and organs, alimentary canal and its appendages, lymphatic system, ductless glands, respiration and nutrition.

Text, "Martin's Human Body." (Winter term, 4 hrs.)

9. **Human Physiology.**—A study of the eye, ear, brain, skin and urogenital organs.

Text, "Martin's Human Body." (Spring term, 4 hrs.)

10. **Laboratory Physiology.**—A study of tissues illustrating structures. Should be taken with course VII. Students will keep note books containing drawings of fundamental tissues (Fall term, 4 hrs. credit.)

11. **Laboratory Physiology.**—A study of tissues and physiological actions governing the subjects studied in course 8. (Winter term, 4 hrs. credit.)

12. **Laboratory Physiology.**—Laboratory study of the structures and functions of organs studied in course 9. (Spring term, 4 hrs. credit.)

13. **Theoretical Biology.**—An introduction to some of the more important questions of theoretical biology, such as the Origin of Species, structure of protoplasm, mechanism and vitalism, heredity, evolution, determination of sex, variation, Darwinism, mutation, etc. The work will consist of lectures, class discussions, considerable library reading and numerous reports. No laboratory work.

Text, "McFarland's" Biology and others. (Fall term, 4 hrs.)

14. **General Biology.**—A classification of the biological sciences, study of amoeba, euglena, paramoecium, earth-worms, ferns, etc. Work almost entirely in laboratory.

Text, Parker's Biology. (Winter term, 4 hrs. credit.)

15. **Sanitary Science.**—A very practical course in the study

of sanitary science as it concerns health and disease, infection and contagion, their dissemination and control. The effect of narcotics on the body will also be taken up. Students will investigate sanitary conditions in Enid.

Text, Sedgwick's "Sanitary Science." (Spring term, 4 hrs.)

16 ***Plant Morphology.**—A comparative study of the cell structure of the Thallophyte, Bryophyte, Ptevidophyte and spermatophyte types with relation to life activity. Recitation, assigned readings and laboratory work.

Text Book of Botany—Coulter. (Fall term, 4 hrs.)

17. ***Plant Physiology.**—A study of the material income and outgo of plants, nutrition, destructive metabolism, growth and movement. Lectures, assigned readings and a series of experiments illustrating the phenomena of plant growth and natrition.

Text Book of Botany—Barnes. (Winter term, 4 hrs.)

18. ***Plant Ecology.**—The relation of plants to environment. The class will spend considerable time in field work in the study of the local flora.

Text Book of Botany—Cowles. (Spring term, 4 hrs.)

19. ***Plant Pathology.**—A study of parasitic fungi—methods of infection, effect upon host plant, etc. Student should have a general knowledge of botany in order to enter. Recitations and laboratory work. (Fall term, 4 hrs.)

20. **General Forestry.**—A general presentation of the history, objects, methods and economic importance of forestry in Europe and America. This course is designed for students who may wish a general knowledge of the subject. Recitations and assigned readings.

Text, Gifford's Practical Forestry. (Winter term, 4 hrs.)

21. **Pedagogical Botany.**—A course designed especially for prospective teachers of Nature Study and Botany in the public schools. The history of botany, methods of this science, courses for secondary schools, and methods of gathering and preparing material will receive consideration.

Text, Coulter's Plants. (Spring term, 4 hrs.)

II.—GEOLOGY.

1. ***Dynamical Geology.**—The study of the fundamental principles of geology, and the operation of the atmospheric, igneous and organic agencies. Class room work will be supplemented with field excursions in order that the student may be placed in direct contact with geological problems.

Text, Scott's Introduction to Geology. (Fall term, 4 hrs.)

2. ***Structural Geology.**—A continuation of the previous course, dealing with the origin, growth and disintegration of sedimentary, igneous and metamorphic rock. The class will be required to do considerable reading from Dana, Chamberlain, LeConte, et al., and to investigate the methods used by the geological survey in preparing government bulletins, professional papers ,etc., by the examination of their publications.

Text, Scott's Introduction to Geology. (Winter term, 4 hrs.)

3. ***Historical Geology.**—The history of the succession and distribution of the earth's crust as recorded by the fossil fauna and flora which characterize each layer of the earth's crust. An effort is made to impress upon the student the orderly growth of our earth from age to age and to point out the evidences in rocks, animals and plants of past ages.

Text, Scott's Introduction to Geology. (Spring term, 4 hrs.)

4. **Local Geology.**—The geology and geography of Oklahoma, with particular reference to the mineral resources, soils, water supply, etc. Reference work, field work and interpretation of topographic and geologic maps. This course may be taken by those who have had no geology. (Fall term, 2 hrs.)

5. **Mineralogy.**—A study of the laws of crystallization, the classification of crystals, etc. The physical and chemical properties and modes of occurrence of minerals will be considered in a number of lectures, illustrated w'th museum specimens. Students will keep notes on lectures and library readings.

(Fall term, 2 hrs.)

6. **Economic Geology.**—A study of ore deposits with respect to their orgin, mode of occurrence and value to mankind. Study of oil and gas with particular reference to their occurrence

and development in Oklahoma. Prerequisite, Geology IV. and V.
Text, Economic Geology, Ries. (Winter term, 4 hrs.)

7. **Physiography.**—A study of the development of land forms and of the agents which produce them. Special consideration is given to the life history and work of streams, to glaciers, the ocean, climate, etc. This course may be taken by those who have had no geology. An excellent course for teachers desiring to review in this subject.
Text, Salisbury's Physiography. (Spring term, 4 hrs.)

Note: *Not offered in 1911-12. Geology 1, 2, and 3 were offered during 1910-'11. Students taking Geology 4 are expected to take Geology 5.

DEPARTMENT E.—PHYSICS.

Professor Reiter.

Physical Laboratory.—The physical laboratory is located in a large, well lighted room on the first floor of the main building, and is fully equipped with tools for shop work, and apparatus for lecture demonstration and for individual experimentation. The apparatus is of the latest improved type of native and foreign manufacture and such as is used in the best laboratories in studying matter, mechanics, pneumatics, sound, heat, light, magnetism and electricity.

*1. **Physics.**—(a) An elementary treatment of measurement and mechanics of solids, fluids and gases, accompanied with careful laboratory exercises by each student.
Text, Millikan and Gale. (Fall term, 10 hrs.)

*2. **Physics.**—(b) Heat, magnetism, and electricity.
Text, Millikan and Gale. (Winter term, 10 hrs.)

*3. **Physics.**—(c) Sound, light and modern investigations.
Text, Millikan and Gale. (Spring term, 10 hrs.)

4. **Teachers' Physics.**—A laboratory course reviewing the entire subject matter of physics, and quizzes on each subject.
Text, Millikan and Gale. (Spring term, 10 hrs.)

5. **General Physics.—I. Mechanics and Sound.**—This is the first part of a year's course in general physics in which the

aim is to lay a broad foundation for further physical research or to furnish a fund of physical information suited to the needs of a liberal education. This course will demand a high grade of laboratory work in addition to recitations and quizzes, and the solution of numerous problems. An elementary course in physics and trigonometry are prerequisites to this course.

(Fall term, 5 hrs. class and 5 hrs. laboratory.)

6. **General Physics.—II. Light and Heat.**—A continuation of the previous course.

(Winter term, 5 hrs. class and 5 hrs. laboratory.)

7. **General Physics.**—III. **Magnetism and Electricity.**—A continuation of the previous course.

(Spring term, 5 hrs. class and 5 hrs. laboratory.)

8. **Research Physics.**—Research in electron theory and modern subjects in physics.

(Each term, time arranged to suit.)

***Notes.**—Only such part of courses 1, 2 and 3 may be offered for college credit as has not been offered as college entrance credit. These courses are well adapted to the needs of teachers and review students.

‖Courses 5, 6 and 7 will not be offered in 1911-'12 for less than fifteen students.

DEPARTMENT OF CHEMISTRY.

Professor Stanton.

LABORATORY.

The chemical laboratory is on the first floor of the main building, and is now provided with individual desks, sinks, lockers and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical store-room adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high speed centrifugal, etc.

1. **Inorganic Chemistry.**—Study of the general principles of the science, oxygen, hydrogen, atomic theory, water, chlorine,

electrolysis, neutralization and periodic law. Lectures, recitations and quizzes.

Text, Remsen's College Chemistry. (Fall term, 4 hrs.)

2. **Inorganic Chemistry.**—Continuation of the previous course with a study of bromine, iodine, sulphur, nitrogen, phosphorus, carbon dioxide, flames, blowpipe and silicon compounds.

Text, Remsen's College Chemistry. (Winter term, 4 hrs.)

3. **Inorganic Chemistry.**—Completion of a year's work in theory with a study of the base forming elements.

Text, Remsen's College Chemistry. (Spring term, 4 hrs.)

4. **Laboratory Chemistry.**—Experiments in the laboratory illustrating the theory in Course I. Full notes on all laboratory work are required.

Remsen's Laboratory Manual. (Fall term, 4 hrs. credit.)

5. **Laboratory Chemistry.**—Continuation of previous course with individual laboratory study of principles studied in Course II. Stress will be laid upon the formation of correct habits of observation, manipulation of apparatus and proper use of the laboratory.

Remsen's Laboratory Manual. (Winter term, 4 hrs. credit)

6. **Laboratory Chemistry.**—Completion of a year's experimental work in Inorganic chemistry with a study of the base-forming elements.

Text, Remsen's Laboratory manual. (4 hrs. credit.)

7. **Qualitative Chemistry.**—An introduction to qualitative analysis. Study of unknowns.

Text, McPherson's Manual. (Fall term, 4 hrs. credit.)

8. **Organic Chemistry.**—An introduction to organic chemistry. Recitations and laboratory work.

Text, Remsen's Organic Chemistry.

(Winter term, 4 hrs. credit.)

9. **Applied Chemistry.**—Study of sewage, fuel and foods.

Text, Bailey's Sanitary Chemistry.

(Spring term, 4 hrs. credit.)

DEPARTMENT G.—MODERN LANGUAGES.

Professor Joseph Smith.

Our German courses extend through a period of five years, beginning with the third year high school and continuing through three years of the college course.

In the work of this department the aim is to give the student a thorough grammatical and reading knowledge and with this prose composition and the oral method are combined. A large acquaintance with the literature, life and spirit of the Germans is sought.

(a) The plan of study includes readings from the poets and writers of the classical period including such authors as Schiller, Goethe, Lessing and Freytag.

(b) The sight reading of plays and short stories.

(c) Prose Composition, Conversation and Practical Phonetics.

(d) Outlines of the history of the literature and lectures on the authors and works read.

(e) Higher Grammar ,including Phonetic Laws, the History and Development of Forms, the history of each language, with reference to the relations of English and German.

I.—GERMAN.

1. **Schiller's Jungfrau von Orleans.**—Rapid reading of Goethe's Hermann und Dorothea. Schiller's Maria Stuart. German Syntax and German Composition. (Fall term, 4 hrs.)

2. **Heine's Harzreise,** Goethe's Gedichte, Schiller's Geschichte des Dreisizjahrigen Krieges. (Winter term, 4 hrs.)

3. **Freytag's Soll und Haben.**—Goethe's Dichtung und Wahr heit. Fulda's Talisman, German Syntax and Composition. (Spring term, 4 hrs.)

4. **Keller's Bilder aus der Deutschen Litteratur.** The following topics will be treated:

(a) Old literature: "Nibelungenlied Kunst Epos," "Minnegesang."

(b) Times of decay: Hans Sachs, Luther, Reineke Vos, Till Eulenspiegel.

(c) Gottsched and Klopstock.

(d) Goethe, Schiller, Lessing, Chamisso, Arndt, Koerner, Ruckert, Uhland.

(e) Heins, Feuchtensleben, Geibel, Schefer, Frelligrath.

(f) Gustav Freytag.

(g) Hauptmann and Sudermann.

The student will make constant reference to such works as: Hedge's Hours with German Classics, Franke's History of German Literature, Heller's Studies of Modern German Literature, and others. (Fall term, 4 hrs.)

(Fall term, 4 hrs.)

5. **Scheffel's Der Trompeter von Sakkingen.** Schiller's "Wallenstein"; Fossler's Practical German Conversation.

(Winter term, 4 hrs.)

6. Continuation of the History of German Literature of Course 3. Goethe's Goetz von Berlichingen. Lessing's Nathan der Weise. Rapid reading of Lessing's Emilie Galotti.

(Spring term, 4 hrs.)

7. **Goethe's Faust, parts I and II.**—Theme writing in connection with the texts read, every two weeks. History of the German Language. (Fall term, 3 hrs.)

8. **Modern German Dramatists.**—A systematic study of the evolution of the modern German drama in its literary and social aspects.

Topics Treated.—A number of representative dramas will be read in this course; an outline of the general literary movements will be given so as to enable the student to gain some idea of the place occupied in 19th century literature by the works he is reading. The reading will be chosen from the following poets and their principal works: Kleist: Kaetchen von Heilbronn and Prinz Friedrich von Homburg; Grillparzer: Sappho, Koenig Ottokars Glueck und Ernde, Des Meeres und der Liebe Wellen and Der Traum ein Leben; Hebbel: Maria Magdalene, Herodes und Marianne and Nibelungen; Wilden-

bruch: Nuernberg; Sudermann: Heimat und Johannes; Hauptmann: Einsame Menschen and Die Versunkene Glocke.
(Winter term, 3 hrs.)

9. **Modern German Novelists.**

Topics Treated.—The reading will be selected from the following authors: Freytag: Des Veriorene Handschrift; Scheffel: Ekkshardt; Dahn: Ein Kampf um Rom; Keller: Romeo und Julie auf dem Dorfe; Foerike: Mozart auf Frau der Reise nach Prag; C. F. Meier: Der Heilige; Sundermann: Fran Sorge and Der Katzenstog. (Spring term, 3 hrs.)

II.—FRENCH.

1 and 2. **Elementary.**—Chardenal's Complete French Course, Sight reading of Guerber's Contes et Legendes. Part I Syntax and Composition. Fontaine's Livre de Lecture et de Conversation. (First and Second term, 5 hrs.)

3. **Chardenal's Complete French Course,** continued. Guerber's Contes et Legendes, Part II. Fontaine's Livre de Lecture et de Conversation. (Third term, 5 hrs.)

4 and 5. **Edgren's French Grammar,** Part II, and Croquet's French Verbs.

Longman's French Composition.
Bacon's Une Semaine a Paris.
Daudet's Trois Contes Choisis, Le Balle Nivernaise, Tartarin de Tarascon.
Sand's Le Petite Fadette.
Dumas La Tulipe Noire, Monte Cristo.
Rostand's Cyrano de Bengerac.
Balzac: Cinq Scenes de la Comedie Humaine.
Sand's La Mare au Diable.
(First and Second term, 4 hrs.)

6. **Syntax,** conversation and Longman's French Composition. Reading About Le Roi des Montagnes, Victor Hugo; La Chute: Hernani, Ruy Blas, La Brete Mon Oncle et Mon Cure. Bowen's French Lyrics. Davis' Scientific French. Les Fautes De Language, by Victor Bernard. (Third term, 4 hrs.)

DEPARTMENT H.—ECONOMICS AND SOCIOLOGY.

Professor Roth.

Professor Horne.

1, 2 and 3. **Economics.**—This course is a study of the business relations of men. The course will develop and explain the general laws of production, distribution and consumption of wealth. Historically it will consider the rise of modern industry in England and the United States. A study will be made of wealth, value and prices; land and other natural forces as productive agencies; labor, capital and business organizations in the realm of production; distribution through competition, monopoly, rent, wages, interest, railroads, banking systems, credit and foreign language. The object of the course is to give a basis for a scientific understanding of industrial actions and relations. Students will be required to investigate assigned topics.

One period per week throughout the session.

(Offered 1910-1911.)

4, 5 and 6. **Sociology.**—This course is designed to acquaint the student with facts pertaining to the social organization of which he is a member. A study will be made of the history and the scientific description of society and of the analysis and classification of social facts. The purpose will be to present the principles underlying the complex social organization in simple terms, and to direct the student in the selection of methods which will best enable him to be of service to his fellow man. An effort will be made to awaken in the mind of the student a civic pride and a desire to promote human welfare. Original research will be required on assigned or selected topics.

One period per week throughout the session.

(Offered 1911-1912.)

(Economics and Sociology will each be offered on alternate years.)

7. **Economic Theory.**—The course will aim to develop (a) the main parts of Economic History; (b) the fundamental prin-

ciples of economic theory (production and consumption, value, prices, wages, interest, rent, profit, etc.)

(Fall term, 4 hrs.)

8. **Current Economic Problems.**—This course will deal from year to year with the chief elements of such topics of public interest as currency, tariff and free trade, public corporations, and other subjects of timely interest to the student.

For the year 1911-1912, the subject studied will be "The Liquor Traffic," from an Economic standpoint.

(Winter term, 4 hrs.)

9 **Economic and Commercial Geography.**—This is a series of studies in the world's production and distribution.

(Spring term, 4 hrs.)

DEPARTMENT I.—HISTORY.

Professor Horne.

Well has it been said: "Not to know history is to remain always a child." Indeed, a knowledge of **world movements** is an indispensable factor in the education of every college student. Every one, then, justly claiming to be educated, should possess a more or less intimate acquaintance with the achievements of the race; a familiarity with the institutions which have embodied the ever-changing, struggling ideals that mark the path of human progress. It may be added that, aside from the keen pleasure derived from the study of history, it is believed that no other course in the college curriculum possesses greater culture value than does history.

The following courses are intended to give to the student an outlook on the field of history as broad as possible to be consistent with thoroughness. All courses count toward the A. B. degree.

1. **History of Greece.**—A study of the ancient world to the death of Alexander, with Greece as the center of thought. Textbook, informal lectures, collateral readings, reports, outlines, maps, etc.

(Fall term, 4 hrs.)

2, 3. **History of Rome.**—A survey of Roman origins and the growth of power to the fall of the Empire in the West. Text-books, lectures, readings, reports, outlines and maps. (Winter and Spring, 4 hrs.)

4. **History of Medieval Europe.**—This course surveys the field of the history of Western Europe from the barbarian invasians to the end of the Fifteenth Century. A special study of Feudalism, the Papacy and the Empire; the development of Institutions, the Renaissance, and the rise of the Monarchic states. A very delightful course. Every student should take this course, as modern states and institutions strike their roots deep into the medieval soil. Invaluable to the student of Church history, as affording a clear understanding of the political background.

A text-book and a source-book will be in constant use, and these will be supplemented by considerable collateral reading, reports, outlines, maps, etc. (Fall term, 4 hrs.)

Courses 1, 2, 3, 4 are open to all students in the college department.

5, 6. **History of Modern Europe.**—From the beginning of the Reformation to the present.

In the winter term the Religious Reformation, the so-called Religious Wars, the progress of Europe in the age of Louis XIV., down to the French Revolution, will engage the attention of the class.

In the spring term, Industrial and Political Revolutions and the progress of Democratic Institutions will be studied.

Prerequisite: History 4. (Winter and spring terms, 4 hrs).

7, 8, 9. **History of England.**—(Not open to Freshmen and Sophomores):

(a) Anglo-Saxon and Feudal England to 1300.
(b) National England to 1700.
(c) Imperial England to the present.

Terry's History of England will be used as the text, supplemented by readings from source-books and collateral material. Much drill work will be done to fix for the students the

main facts of the subject. In this as in all other history courses, students are required to keep a carefully-prepared note book. (Fall, winter and spring terms, 4 hrs.)

10. **Revolutionary Europe.**—A study of the French Revolution and the Napoleonic era. This course will undertake to make a detailed study of the period from 1789 to 1815.

(Spring term, 4 hrs.)

11, 12, 13. **History of the United States.**

This course enters upon a general survey of the field of American history with emphasis upon the political and constitutional phases.

(a) European Expansion in America. A critical study of the early discoveries and explorations by various European powers, the several attempts to secure the continent by the planting of colonies; and the consequent struggle between those powers for supremacy in America. Finally, the quarrel of the Colonists with the Mother country, resulting in Independence. (Fall term, 4 hrs.)

(b) This term is devoted to the investigation of the inauguration of the government under the constitution, the rise of political parties, territorial expansion, the growth of democracy, and the agitation over slavery.

(Winter term, 4 hrs.)

(c) The study here turns upon Secession, the Civil War, Reconstruction, Civil Service Reform, the Cuban Question, Expansion and Industrial Growth.

(Spring term, 4 hrs.)

This course will be conducted by means of a text-book, informal lectures, collateral reading, special reports, outlines, map drawing, etc.

(Not offered in 1911-1912.)

14, 15, 16. **History of the Church.**—(a) (I) **Ancient Era.** From the Birth of Christ to the Restoration of Western Empire by Charlemagne. (2) **Medieval Era.** From Charlemagne to Luther. (Fall term, 4 hrs.)

(b) From the Reformation to the Present.

(Winter term, 4 hrs.)

(c) The Reformation of the Nineteenth Century.

(Spring term, 4 hrs.)

Students are strongly advised to take history 4 before attempting Church History, though strong students would be allowed to take these courses concurrently.

DEPARTMENT G.—APOLOGETICS.

President Zollars.

We believe that Biblical Sciences, Languages and Literature, form fully as great a contribution to intellectual culture and development as the subjects in other fields. We further believe that no student is educated in the true sense without some knowledge of the Bible. For these reasons certain electives are allowed to students of the College of Liberal Arts from the College of the Bible, for which they receive full credit toward the degree A. B. This privilege is now granted in a number of the leading universities of the country, including certain State Universities. It is therefore eminently proper that universities standing primarily for Christian principles should offer the same privilege.

For full statements concerning the courses in Apologetics, the student is referred to the College of the Bible, Department M.

DEPARTMENT H.—PHILOSOPHY.

Professor Lyon and President Zollars.

1. **Psychology.**—An intensive study of the subject dealing largely with rational psychology. The development of the mind with all its modifying influences receives special attention.

Texts, Dewey and James. Open only to Juniors and Seniors.

(Fall term, 4 hrs.)

2. **Psychology.**—Course 1 continued and completed.

(Winter term, 4 hrs.)

3. **Logic.**—Human duty may be strictly summed up in three words, **thinking, feeling** and **acting.** Right acting begins with right thinking, and since Logic is simply the science of

the laws of thought it is necessarily a fundamental study. It has been said that the only way to learn to think is by thinking, and yet the thinning process can be carried forward with greater facility, and to the attainment of better results, if the laws that regulate and govern thought are understood. Intelligent, systematic thinking is better than random thinking. It is the aim of this study to teach the laws and principles that govern systematic and orderly modes of thought. The principles of Logic are presented not only theoretically, but are illustrated and enforced by numerous examples for practice. Both deductive and inductive systems are studied.

Text books: Minto, Gregory, Coppee. Open to Juniors and Seniors. (Spring term, 4 hrs.)

4. **Ethics.**—The object of this study is to furnish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is Theistic and consequently the study sustains a very close relation to that of Theology. We hold that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and consequently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the constitution of the human soul.

Text books, "Bowne and McKenzie," offered every two years. (Spring term, 4 hrs.)

5. **Philosophy of Religion.**—An investigation into the rational grounds of religious faith and life. An examination of the principal anti-theistic theories. Theistic conception harmonized with the demands of scientific knowledge. Bowne's Theism the chief basis of instruction. Offered every two years. (Winter term, 4 hrs.)

6. **Theory of Thought.**—A critical study of the general nature and conditions of thought, how the mind gets objects, the constructive principles of thought, the nature of the notion,

judgment, inference, proof, explanation and structural fallacies. Offered every two years. (Fall term, 4 hrs.)

7. **Theory of Knowledge.**—Here the grounds of knowledge are critically examined. Some subjects discussed are philosophic skepticism, thought and thing, realism and idealism, apriorism and empiricism, knowledge and belief. Offered every two years. (Winter term, 4 hrs.)

8. **Theory of Being.**—This is a critical study of the nature of being both material and immaterial. Ontology, cosmology, and physical existence are the general subjects discussed. All knowledge is of some sort of being, hence this subject should be understood.

Course 6, 7, and 8, constitute a complete system of philosophy. Offered every two years. (Spring term, 4 hrs.)

DEPARTMENT I.—NEW TESTAMENT GREEK AND LITERATURE.

Professor Marshall.

Students in the College of Liberal Arts are permitted to elect work in the New Testament. This consists of three years of New Testament Greek, and three years of New Testament Literature in English.

For statements in detail, reference may be made to the College of the Bible, Departments R and T.

DEPARTMENT L.—SEMITIC LANGUAGES AND LITERATURE

Instructor Taylor.

Instruction in Hebrew, Syriac and other semitic languages is offered to students of the College of Liberal Arts; also several courses in Old Testament History and Literature. For a full description of this work, see Department Q. and S., College of the Bible.

DEPARTMENT M.—EDUCATION.

Certain professional studies from the Teachers' College may be included in the electives of the College of Liberal Arts. History of Education, Pedagogy, etc., may thus be chosen. See Teachers' College for full information.

College of the Bible

College of the Bible

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.
Professor of Apologetics and Christian Doctrine.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Biblical Greek and New Testament Literature, and Missions.

CLAUDE C. TAYLOR, A. M.,
Instructor in Semitic Languages and Old Testament Literature. and Bible School Pedagogy.

SAMUEL H. HORNE, A. B.,
Instructor in Church History.

LAURA LEIGH HANSON,
Instructor in Pulpit Oratory.

The aims of this College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students

liberal courses are afforded in Biblical and cognate languages, Biblical Literature, Biblical and contemporary History, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the college, and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the college on subsequent pages.

REQUIREMENTS FOR ADMISSION TO THE COLLEGE OF THE BIBLE.—15 UNITS.

1. **English** ..... **3 units**
   (a) Academic Grammar and Composition, 1 unit; (b) Rhetoric, 1 unit; (c) American and English Literature, 1 unit.
2. **Mathematics** ..... **2½ units**
   (a) Algebra, 1½ unit; (b) Plane Geometry, 1 unit.
3. **Foreign Language** ..... **2 units**
   Electives may be substituted for the Foreign Language requirement on condition that the student complete five years of New Testament Greek and Hebrew in the college.
4. **Physics** ..... **1 unit**
5. **History (ancient)** ..... **1 unit**
6. **Electives** ..... **5½ units**
   These electives are chosen from the usual subjects taught in first-class high schools.

   Total ..... **15 units**

Definition of Unit.

One **unit** represents a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Graduation from an

approved high school, or Preparatory School of some college in good standing, would represent the amount of work required. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note: Students lacking a limited number of units may enter the freshman year of the college, conditioned on making up the deficit.

WORK REQUIRED FOR THE DEGREE A. B.

The degree A. B., in this college represents the same amount of work as that required in the College of Arts. The purpose of the work is to give the student training equal in every way to that given by classical and scientific studies. The time for completing this curriculum is four years. It is of equal length and merit with that of the College of Arts, hence the same degree is given.

I.—Required of all sudents:

(a) Adv. Rhetoric and Composition—One year.

(b) Psychology and Logic—One year.

(c) Christian Evidences and Ethics—One year.

(d) Foreign Languages—Three years. This requierment will be five years, unless the student offers two years of Foreign Language for entrance requirements.

Biblical studies comprise the major part of the course. As a supplement, liberal electives may be chosen from the College of Arts. This gives the student not only the technical preparation necessary for his work in the ministry, but furnishes him with a foundation for the broader culture and scholarship so helpful to the minstry of the present age.

II. **Free Electives** from either the College of the Bible or College of Arts, sufficient to make a total of at least 192 credits. The thesis will count as four credits.

III. **Thesis,** under conditions similar to those of the College of Arts.

Definition of Credit.

One credit represents one hour of recitations each week for one term. A student reciting 16 times each week for one term

would receive 16 credits; for three terms, 48 credits; for four entire sessions of the University, 192 credits, the amount required for the degree A. B.

WORK REQUIRED FOR THE DEGREE A. M.

Graduates from this or other institutions of equal rank can easily obtain desirable work for one year in the College of the Bible, leading to the degree, Master of Arts. The conditions will be similar to those for the same degree in the College of Arts, to which those interested are referred.

WORK REQUIRED FOR THE DEGREE B. D.

With the full teaching force employed, the College of the Bible is able to offer a strong curriculum of three years to graduate students who will receive, on its completion, the degree B. D.

1 Entrance requirements.

(a) The degree A. B. from any reputable college or university.

(b) A minimum of two years classical Greek, or one year elementary New Testament Greek.

2. Required of all students.

(a) Hebrew and other Semitic languages, 24 credits.

(b) Biblical and Patristic Greek, advanced, 24 credits.

(c) Church History, 12 credits.

3. **Free electives from the College of the Bible,** sufficient to make a total of at least 150 credits.

4. **Thesis.** The thesis for this degree will call for much more research than that required for the degree A. B. It should be scholarly in its character, and show deep study in some chosen field. Details will be arranged by the committee on Graduate work.

NOTE—While this work will require three full years at least, students will be permitted to elect not more than 48 credits in Biblical studies in undergraduate work.

COURSES OF INSTRUCTION

DEPARTMENT M—EVIDENCES AND CRITICISM, CHRISTIAN BIOGRAPHY, AND SPECIAL BIBLE THEMES.

President Zollars.

I.—Evidences and Criticism.

1. **Christian Evidences.**—Christian teachers and preachers have always regarded the evidences for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the Scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian College should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's **Divine Demonstration** and Bruce's **Apologetics** are used, together with other books of reference.

(Fall term, 3 hrs.)

2. **Divinity of Christ.**—The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled "The King of Kings," by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented.

(Fall term, 1 hr.)

3. **The Higher Criticism.**—The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text-books: **The Higher Criticism.**—Green; **The Authorship of Deuteronomy.**—McGarvey. (Fall term, 4 hrs.)

4. **The Higher Criticism.**—Course 3 continued.
(Winter term, 2 hrs.)

5. **Credibility and Inspiration.**—It is the aim of this study to set forth grounds on which the credibility of the Scriptures rests and to establish the claim for inspiration put forth by the Scriptures themselves and held by all evangelical Christians.

Text-book: **Credibility and Inspiration.**—McGarvey.
(Winter term, 3 hrs.)

II.—SPECIAL BIBLE THEMES.

1. **First Principles.**—The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are traced, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentence, Confession, Baptism, the Holy Spirit, Christian Growth, the plea of the Disciples of Christ, and the Christian Creed.

Text-books: **The Great Salvation.**—Zollars; **The Church of Christ.**—By a Layman. (Fall term, 4 hrs.)

2. **Hebrew Prophecy.**—The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems.

Text-book: **Hebrew Prophecy.**—Zollars.
(Winter term, 2 hrs.)

3. **Biblical Instruction.**—This work consists of a general study of the books of the Old and New Testaments, the aim being to discover the leading purposes of each book. The question of authorship and date will also be taken up and briefly considered. The broad, general divisions of both testaments are pointed out. The aim, in short, is to give an intelligent general view of the Bible as a whole as well as of separate books.

Text-books: **The Word of Truth,**—Zollars.

(Winter term, 2 hrs.)

4. **Natural Theology.**—It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures.

Text-books: **Valentine and Fisher.** (Spring term, 2 hrs.)

5. **Heathen Religions.**—It is the purpose of this study to present these religions, especially in their external features, in contrast with Christianity. This work will be given in lecture form. (Fall term, 1 hr).

6. **New Testament Theology.**—The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent ,comprehensive view of the Christian system as a whole.

Text-book: **Christian System,** by Alexander Campbell.

(Fall term, 4 hrs.)

Bible Lectures.

Bible Lectures will be introduced throughout the year with considerable frequency. The preacher, his office, call, preparation and work; church officers and church organization; the Sabbath question and other general topics of interest will be discussed.

Prominent preachers of the state and of adjoining states will be called in to discuss special themes and ministerial problems.

III.—BIOGRAPHY.

This is a required course in reading. At least one or two of the books recommended should be read each term until the list is exhausted. A much more extended course along the

same lines can be read with profit but all ministerial students will be expected to carefully read the following works before graduation:

1. **The Life of Christ.**—We believe that there is not any study for the ministerial student that is more profitable than the study of the life of Christ. It is our purpose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.**—A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is afforded that is instructive and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. Stalker's **Life** is recommended.

3. **The Lives of Thomas and Alexander Campbell**—The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This knowledge can best be secured by a study of the lives of those who led in this great work.

4. **Lives of the Pioneers.**—In the early days of the great Restoration Movement certain strong characters came prominently into view .They were men of strong personality and of peculiar natural endowment. They were pre-eminently suited to the time and to the work they were called upon to perform. A study of the lives of these men will give a better understanding of the spirit and genius of the great movement referred to than can be obtained in any other way. The Life of Walter Scott, Bartin W. Stone, John Smith, Samuel Rogers and several others can be read with much profit.

5. **Bible Characters.**—In addition to the life of Christ and the life of Paul, the lives of other prominent Bible characters should be read. Matheson's Representative Men of the Bible

can be read with much profit. The purpose of this course is to study the characteristics of the great Bible characters and to group around them the Bible History, thus making it life-like and real.

DEPARTMENT N.—HOMILETICS, HERMENEUTICS AND PASTORAL THEOLOGY.

President Zollars.

1 and 2. **Homiletics.**—This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor, thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others as reference books. (Fall and Winter terms, 2 hrs.)

3 and 4. **Hermeneutics.**—This work embraces a study of the laws that should govern in ascertaining the meaning of the Scriptures and the application of those laws to particular texts and portions of Scripture as a practical exercise. The work consists, not so much of an exegesis of small sections and verses, as of an unfolding of the purpose and meaning of books and larger paragraphs. It is of special value in drilling the student in exegetical and expository preaching. Several text-books are read but the work is largely practical.

(Winter and Spring terms, 2 hrs.)

5. **Pastoral Theology.**—It is the aim of this study to acquaint the student with the duties devolving upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark, "an art rather than a science." It aims to instruct the student in many of the practical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the Word.

Text: Hoppin's **Pastoral Theology** and Gladden's **Parish Problems.**

6, 7 and 8. **Sermon Outlines.**—Sermons, chiefly of an expository nature, are first delivered to the class and afterward the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to the principal divisions. The aim is not only to impart hermeneutical knowledge but also to secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. **Zollars' Sermon Notes.**

(Fall, Winter and Spring terms, 2 hrs.)

1911-1912.

Fall Term.	**Hrs.**
Christian Evidences	4
Psychology	4
The Higher Criticism	4
Winter Term.	**Hrs.**
Psychology	4
The Higher Criticism	4
Sermon Outlines	
Spring Term	**Hrs.**
Ethics	4
Sermon Outlines	4
Logic	4

1910-1911.

Fall Term.	**Hrs.**
Psychology	4
Sermon Outlines	4
First Principles	4
Winter Term.	**Hrs.**
Psychology	4
Sermon Outlines	4
Hebrew Prophecy	2
Bible Introduction	2
Spring Term	**Hrs.**
Logic	4
Sermon Outlines	4
Pastoral Theology	2
Hermeneutics	4

DEPARTMENT O.—SEMITIC LANGUAGES

Instructor Taylor

Wtihout a knowledge of Hebrew it is hardly possible to understand the best commentaries of the Old Testament. The minister who assumes to preach the Word of God should know the languages in which it is written.

Every student is therefore urged to study Hebrew at least two years.

1. **Hebrew Grammar.**—Text-books: William R. Harper's Method and Manual, and Elements. (First term, 4 hrs.)

2. **Grammar and Reading.**—The work of the first term is

continued and completed. A Vocabulary of 540 words is acquired. A part of Genesis is read. Text-books: Baer and Delitzsch's Hebrew Bible, and Davies' Lexicon.

3. **Reading Hebrew.**—The work of this term will be a continuation of No. 2, as outlined above. (Second term, 4 hrs.) Third term, 4 hrs.)

4. **Syntax and Reading Hebrew.**—During this term the class will review the Hebrew Grammar and will read the book of Genesis and study the Syntax of various passages.

Text-books: Harper's **Elements of Hebrew Syntax** and Gesenius' **Grammar.** (First term, 4 hrs.)

5. **Syntax and Reading Hebrew.**—Selection from Historical Books will be read. (Second term, 4 hrs.)

6. **Reading Hebrew and Aramaic.**—During this term the student will complete Hebrew Syntax, accompanied with the reading of Historical selections, and will read the Aramaic parts of the O. T.

Text-books: Brown's **Aramaic Method.** (Third term, 4 hrs.)

7. **Reading Historic Hebrew.** (First term, 3 hrs.)

8. **Reading Prophetic Hebrew** and a critical study of the book of Amos. Second term, 3 hrs.)

9. **Reading Poetical Hebrew** and a comparison of poetical and prose accents.

Text-books: Wick's **Poetical and Prose Accents.** (Third term, 3 hrs.)

DEPARTMENT P.—BIBLICAL AND PATRISTIC GREEK

Professor Marshall

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar

to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the gramamr and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the church fathers are also studied.

The following courses are taught:

1. **New Testament Greek Grammar.**—In this introductory course the elements of grammar are learned by the **inductive method,** based upon the text of the Gospel of John. Several chapters are committed to memory, and the student has daily practice in writing the language. Text-book Harper and Weidner's **New Testament Greek Method;** or Huddilston's **Essentials of New Testament Greek.** (Fall term, 5 hrs.)

2. **Grammar and Reading.**—First term's work continued. Composition and study of paradigms go hand in hand with translation. The class reads the Epistles of John.
(Winter term, 5 hrs.)

3. **The Gospel of John.**—The class reads the Fourth Gospel, completes etymology and begins the study of syntax.
(Spring term, 5 hrs.)

4. **The Gospel of Matthew.**—Translation, and word studies. **Etymology, Green's Grammar.** Thorough review of all N. T. Greek paradigms. Prerequisite to this and all following courses, 1-3 or two years of classical Greek. (Fall term, 4 hrs.)

5. **The Gospel of Mark.**—Translation and study of syntax. **Green's N. T. Greek Grammar,** Sight reading of the **Apocalypse,**

with discussion by the instructor of its linguistic peculiarities. (Winter term, 4 hrs.)

6. **The Gospel of Luke**—Etymology, **Green's Grammar,** completed. (Spring term, 4 hrs.)

7. **Acts of Apostles.**—Special study of the N. T. Greek verb, based on Burton's **Moods and Tenses.** Prerequisite to this and all following courses, 4-6. (Fall term, 4 hrs.)

8. **Epistles of James, Jude, Peter, and Hebrews.**—Syntax of the verb, continued. (Winter term, 4 hrs.)

9. **The Septuagint.**—Careful reading of selections from the **Psalter** and **Isaiah.** Sight reading and rapid translations in **Kings,** and in the non-canonical books, **Wisdom of the Son of Sirach** and **I. Maccabees,** Studies in the origin and history of the Greek Old Testament, its influence on the writers of the New Testament, and its contribution toward preparing the world for Christ. Syntax completed.

Constant use is made of the **Septuagint** as a reference book in the other courses. Every quotation from the Old Testament is compared with the Septuagint, and when the student is prepared, with the Hebrew Scriptures. (Spring term, 4 hrs.)

10. **The Epistles of Paul.**—Careful translation of the earlier spistles. Reference work in Grammar, Winer or Buttman. (Fall term, 4 hrs., 1911-12.)

11. **The Epistles of Paul,** continued. Translation of the later epistles. Reference work in Grammar, continued. (Winter term, 1911-12.)

12. **Patristic Greek Literature.**—Reading of the three early land marks, **Teaching of the Twelve Apostles, Shepherd of Hermas,** and **Epistle of Clement,** and their bearings noted on pivotal words in the New Testament; selections from the Apology of Justin Martyr, describing the Christian ordinances in the second century; rapid readings from such authors as Chrysostom, Cyril, Eusebius, Origen and Basil, dealing with the worship and doctrines of the early Church, with general survey of the history of Christian Literature, until Latin became the official language of the Church. (Spring term, 4 hrs. 1911-12)

Note.—Courses 7, 8, 9 and 10, 11 and 12 are offered on alternate years.

Text and Reference Books preferred: Westcott and Hort, **Greek New Testament;** Thayer, **New Testament Greek Lexicon;** Liddell and Scott, **Abridged Greek Lexicon;** Van Ess, **Septuagint;** Lightfoot, **Patristic Greek Authors;** Burton, **Moods and Tenses;** Green, Buttman and Winer, **New Testament Greek Grammar;** Vincent, **N. T. Greek Word Studies.**

DEPARTMENT Q.—OLD TESTAMENT LITERATURE.

Instructor Taylor

1. **Old Testament History.**—This course comprises the study of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. (Fall term, 4 hrs.)

2. **Old Testament History,** continued. During the term the class will study the Law of Moses and the books of Joshua, Judges and Ruth. (Winter term, 4 hrs.)

3. **Old Testament History,** completed. The books of Samuel, Kings, Chronicles, Ezra, Nehemiah and Esther. (Spring term, 4 hrs.)

4. **Prophets in English.**—A thorough study of the Major and Minor Prophets in their chronological order will be made during this term. (Fall term, 4 hrs.)

5. **Prophets in English.**—A continuation of course four. (Winter term, 4 hrs.)

6. **Prophets in English.**—During this term the class will finish the study of the Prophets. (Spring term, 4 hrs.)

7. **Old Testament Theology.**—Alternating with courses 4 to 6. (Fall term, 4 hrs.)

8. **Old Testament Theology.**—Winter term 4 hrs., see course 7.

9. **Old Testament Theology.**—Spring term, 4 hrs., see course 7.

10. **Biblical Introduction.**—During this term the class will study Biblical Geography.

Text-book: Hulbert's **Bible Atlas.** (Fall term, 4 hrs.)

11. **Biblical Introduction.**—This course comprises the study of the monuments and contemporary Semitic History Text-books: Prices **Monuments and the O. T.,** and Goodspeed's **History of the Babylonians and Assyrians.** (Winter term 4 hrs.)

12. **Biblical Introduction.**—In this course the class will study Textual Criticism of the Bible and the Canon of the Old Testament.

Text-books: Price's **The Ancestry of our English Bible,** and William H. Green's **Canon of the Old Testament.**

(Spring term, 4 hrs.)

DEPARTMENT R.—NEW TESTAMENT LITERATURE AND HISTORY

Professor Marshall

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Re ports and essays on assigned themes are required.

Text-book: **American Standard Revised Version of the Bible.**

1. **The Gospels: Matthew and Mark.**—Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the Mount.** Every chapter and verse must be studied in the light of the best commentaries and reference books.

(Fall term, 5 hrs.)

2. **The Gospels: Luke.**—Papers on selected themes, historical and expository, are presented by the student.

(Winter term, 5 hrs.)

3. **The Gospels: John**—Review and Harmony of the Gospels. Essays on selected themes. (Spring term, 5 hrs.)

4. **Epistles of Paul.**—Earlier epistles studied in chronological order. Introduction, analysis and interpretation of each. (Fall term, 4 hrs. 1911.)

5. **Epistles of Paul.**—Later epistles. Method of study similar to 4. (Winter term, 4 hrs. 1912.)

6. **Miscellaneous Epistles and Apocalypse.**—Doctrines of each author carefully noted, and their relation to the Gospel message as a whole, interpreted. Emphasis is placed on the **unity** of their teachings. (Spring term, 4 hrs., 1912.)

7. **Acts of the Apostles.**—The book is studied from the evangelistic and missionary points of view. The sermons, accounts of conversions, etc., are taken as models,—analysed and committed to memory. (Fall term, 4 hrs.)

8. **The Canon and the Text of the New Testament.**—A discussion of the history of the text and canon, with bearing on present New Testament problems. Text: Gregory. (Winter term, 4 hrs.)

9. **The Historical Background of the New Testament.**—(a) The History of the Jews as a nation during the Maccabean and Roman periods, from 165 B. C., to 70 A. D.

Texts: **History of the New Testament Times,** by Mathews; **I Maccabees,** and reference work in Josephus and Schurer; (b) The Gentile Nations, their political, social and religious condition during the first century. Text Inge. (Spring term, 4 hrs.)

(Note.—Courses 4-6, 7-9 are given on alternate years.)

DEPARTMENT S.—CHURCH HISTORY AND MISSIONS.

I.—Church History

Professor Horne

1. **General Church History.**—Ancient and Mediaeval Eras. Text: Fisher. (Fall term, 4 hrs.)

2. **General Church History.**—Modern Era to the Present. (Winter term, 4 hrs.)

3. **The Reformation of the Nineteenth Century.** (Spring term, 4 hrs.)

II.—Christian Missions

Professor Marshall

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquests of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered:

1. **Hawaii and the Philippines.**—Lectures; **The New Era in the Philippines,** Brown; and Government Reports. (Fall term, 1 hr.)

2. **India.**—Text: **The Christian Conquest of India, Thoburn.** Biographies of Carey and Judson. (Winter term, 1 hr.)

3. **Foreign Work of the C. W. B. M.** (Spring term, 1 hr.)
(Note.—Courses 1-3 were taught during 1908-09.)

4. **Japan.**—Text: **Sunrise in the Sunrise Kingdom,** DeForest; **Biography of Verbeck,** Griffis. (Fall term, 1 hr.)

5. **Japan.**—Lectures. The instructor having spent two years as a missionary in Japan, will give the results of his observations, with especial reference to the work of the F. C. M. S. A few open lectures, illustrated by stereopticon views, will be given. Supplemental work, **The Religions of Japan,** by Griffis. (Winter term, 1 hr.)

6. **Polynesia.—Life of John G. Paton,** and pioneer work in the various groups of South Sea Islands. Lectures based on the collections in the Polynesian Museum of Honolulu. (Spring term, 1 hr.)
(Note.—Courses 4-6 were offered during 1909-10.)

7. **Africa.**—The work of the F. C. M. S. on the Congo. Text: **Bolenge,** Mrs. Dye. (Fall term, 1 hr.)

8. **Africa.—Daybreak in the Dark Continent,** Naylor. (Winter term, 1 hr.)

9. **Islam.**—Text by Zwemer. Spring term, 1 hrs.)
(Note.—Courses 7-9 were offered during 1910-11.)

10. **China.**—Text, **Uplift of China,** Smith. (Fall term, 1 hr.)

11. **China and Thibet.**—Texts: **Life of Morrison** and **With the Thibetans in Tent and Temple,** Rijnhart.
(Winter term, 1 hr.)

12. **General Survey.**—Text: **Concise History of Christian Missions,** Bliss. (Spring term, 1 hr.)

(Note.—Courses 10-12 will be offered during 1911-12.)

DEPARTMENT T.—BIBLE SCHOOL PEDAGOGY.

Instructor Taylor

This is a new department. The avowed purpose of the institution is to serve the Church. To that end the authorities desire to make the College of the Bible as practical as possible. Our missionary, evangelistic, philanthropical and other interests all have legitimate claims on the University.

During the last session, a tentative experiment was made in Bible School Pedagogy, with the result that the following courses will be offered during the coming year:

1. **The Pupil.**—Texts: **The Unfolding Life,** by A. A. Lamoreaux; **The Fundamentals of Child Study,** by Kirkpatrick.
(Fall term, 4 hrs.)

2. **The Teacher**—Texts: **The Making of a Teacher** by Brumbaugh; **The Point of Contact,** DuBois. Reference, **Jesus as a Teacher,** Hinsdale. (Winter term, 4 hrs.)

3. **The School.**—(a) Organization. Text: **How to Conduct a Sunday School,** by Marion Lawrence. (b) History. **Origin and Expansion of the Sunday School Movement,** by Trumbull. Reference, Reports of Conventions, held in Denver, Toronto and Louisville. (Spring term, 4 hrs.)

As supplemental to the above courses, we have, in the University, meeting on Sundays, Teacher Training Classes, using such texts as **Training for Service, The New Testament Church, Teacher Training Handbook,** etc. The Department will meet all requirements for the S. S. diplomas. For S. S. Music, and other subjects connected with the work, consult the other colleges.

DEPARTMENT U.—STUDIES IN COLLEGE OF ARTS.

All the departments of the College of Liberal Arts are open to the students of the Bible College and in arranging their curricula they are free to choose any of the courses as electives, without extra charge.

Required Work

1. **English.**—For required work see Dep't. A.
2. **Psychology and Logic.**—For required work see Dep't. H.

Electives.

Among the many subjects helpful in broadening thought for young ministers may be mentioned **Geology,** which throws much light on **how God** created the earth; **Biology,** which may be studied in the light of Genesis, dealing with the creation of man, and his connection, if any, with the lower animals; **Sociology,** which deals with many modern problems which demand the attention of the pulpit; **Ancient History,** which deals with nations and religions contemporary with Bible History. All these, and other important electives, will be found in the Collegt of Arts.

DEPARTMENT V.—PUBLIC SPEAKING

Mrs. Hanson

Next in importance to the **message** of the preacher is the **manner** in which it is delivered. For full information, see School of Oratory.

FORMULATED CURRICULA LEADING TO THE DEGREE A.B.

For the convenience of the younger students the following Groups of Studies are selected to assist them in arranging their work. They need not be considered as compulsory, since the elective system prvails. Several other groups, with equal merit, could easily be arranged.

Group 1

This is composed of Biblical studies, with the exception of a minimum of work in the College of Arts which is required of all candidates for the degree, Bachelor of Arts. It is not probable that any one student will elect all of the Bible studies here given.

Freshman.	Hrs.
Adv. Rhetoric and Composition	4
N. T. Greek (Elementary)	5
Gospels	5
History of Missions	1
First Principles and Hebrew Prophecy	2
Text and Canon and Semitic History	4
	21

Junior	Hrs.
Hebrew, Advanced	4
Biblical Greek	4
O. T. Theol. or Prophets	4
Church History	4
Lectures	2
	18

Sophomore.	Hrs.
N. T. Greek (Advanced)	5
O. T. History	4
Acts and Epistles	3
Biblical Introduction and Nat. Theol.	2
Church History	4
Hebrew, (El.)	4
	22

Senior.	Hrs.
Psychology and Logic	4
Christian Evidences and Criticism of Prophets	3
Hebrew	4
N. T. Epistles or O. T. Theology	4
Lectures	1
Text, Criticism and Credibility	2
	18

Group II.

This Group differs from Group I in that it has a much larger selection of studies from the College of Arts, with a corresponding less amount of Biblical studies.

Freshman	Hrs.
Advanced Rhetoric and Composition	5
N. T. Greek (El.) or other language	4
First Principles	2
History of Greece and Rome	4
Biology (or Gospels)	4
	19

Sophomore	Hrs.
Hebrew (El.)	4
English Literature	4
N. T. Greek or other Foreign Language)	4
Chemistry (or O. T. History)	4
European History (or Text and Canon and Semitic History	4
	20

Junior.	Hrs.
Hebrew, Advanced, or other language	4
N T. Greek or other language	4
Prophets (or Political Science and Sociology)	4
Church History	4
Lectures	2
	18

Senior.	Hrs.
Hebrew (or other language)	4
N. T. Epistles (or Eng. lit.)	4
Christian Evidences and Criticism	4
Psychology or Logic	4
Geology, or Textual Criticism, Credibility	4
	20

FORMULATED CULLICULUM LEADING TO THE DEGREE B. D.

First Year

Required: Hrs. Throughout the year.

Hebrew (Elementary)	4
N. T. Greek (advanced)	4
Required	8

Elective:

First Principles	4
O. T. History	4
Gospels	5
Christian Evidences and Ethics	4
Lectures	2
History of Missions	1

Note: Choose 4 to 6.

Second Year

Required:

Hebrew (advanced)	4
Biblical and Patristic Greek	4
Church History	4
Required	12

Elective:

Acts and N. T. History 4
Hermeneutics and Homiletics 4
History of Missions 1
History of Christian Doctrine 4
Lectures 2
Bible School Pedagogy 4

Note: Choose 4.

Third Year

Elective:

N. T. Epistles 4
Prophets 4
Higher Criticism and Credibility 4
Semitic History 4
Natural Theol. and Textual Criticism 4
Lectures 2

Note: Choose 16 to 20.

SCHOOL FOR CHURCH WORKERS

In connection with the College of the Bible, facilities are provided for the training of Church Workers, Pastoral Helpers, Singing Evalgelists and Bible Teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS

Hrs. throughout the year.

English Bible, Old Testament 4
English Bible, New Testament 4
History of Teaching of the Disciples of Christ 2
Pastoral Work and Christian Evidences 4
Sacred Music and Choral Singing 2
Solo Singing 2
History of Missions 1
Bible School Pedagogy 4
Typewriting and Stenography 4

Each student is expected to take 16-18 hours per week, and may elect any of the above studies.

Self Help

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Pulpit Supply

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collected all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach.

The Ministerial Association

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is $1.00. Regular meet-

ings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the association.

The Executive Committee consists of two professors and the officers (students) of the association. To this committee has been assigned the work of pulpit supply. No student is allowed to preach until his advancement and ability are adequate. Churches needing preachers are invited to correspond with the committee. At present a large number of competent, experienced men are filling important pulpits within a radius of 150 miles of Enid.

Note:—Every ministerial student is required to join the Association.

Endorsement by the Church

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held.

Teachers College
and
University High School

Teachers College

FACULTY

E. V. ZOLLARS, A. M., LL. D., President

A. F. REITER, A. B.*
Higher Mathematics.

SAMUEL H. HORNE, A. B.*
History and Economics.

GUY K. STANTON, A. M.*
Biology.

JOSEPH SMITH, A. B.*
German and Latin.

MAUDE WAITE MARSHALL, A. B.
Natural Sciences and History.

CHARLES PRATER, B. S., M. Accts.
Commercial Branches.

EDSON D. PRICE, A. M.
Mathematics.

ANDREW G. SMITH, A. B.
English.

SAMUEL G. HART
Music.

HELEN PURMORT
Drawing.

LAURA LEIGH HANSON
Oratory.

*Professor in College of Arts.

PURPOSE AND METHOD OF THE COLLEGE.

The Teachers' College will be organized along with the other departments of the University to prepare students thoroughly for positions in our common schools and high schools as well as for principals, department instructors and superintendents.

Students will be prepared to enter the state and county teachers' examinations for all grades of teachers' certificates.

The primary object of the Normal College is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology, etc., besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach; hence we confidentially advise students to make liberal use of this work in choosing their electives. In pursuing this course, there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus rendering it invaluable to the teacher as well as to the business and professional man.

In the following outlines of work, the purpose has been to cover **every subject** required by the Board of Education for certificates to teach in the public schools. The state authorities recognize and accept the work done by all first class institutions, provided the required subjects are taught, and the grades of the students are good.

AN APPROVED INSTITUTION

The State Board of Education has placed Oklahoma Christian University on the list of approved institutions of learning. All grades received here will be accepted by the State Superintendent of Instruction. The student who successfully completes the courses outlined in the curricula below will be granted the proper certificate without further examinations.

THIRD TERM REVIEW FOR TEACHERS

For the benefit of teachers whose schools close in the early spring, arrangements have been made for special third term reviews beginning March 19. These reviews are complete, covering the most important principles of the entire subpects.

Full information will be given on application. Those interested in the Third Term Reviews should write for the University Bulletin, January Number, 1911.

CURRICULUM

I.—GRAMMAR SCHOOL CERTIFICATE

First Year

Fall Term.

Arithmetic (5)
Civics (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Winter Term.

Arithmetic (5)
Oklahoma History and Civics (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Spring Term

Review Arithmetic (5)
Review Geography (5)
U. S. History (5)
Grammar and Composition (5)
Drawing (2)
Vocal Music (1)
Spelling (1)

Second Year

Fall Term.

El. Algebra (5)
Physical Geography (5)
Rhetoric and Composition (5)
Agriculture (5)
Bookkeeping (5)

Winter Term.

El. Algebra (5)
Physical Geography (5)
Agriculture (5)
Rhetoric and Composition (5)
Bookkeeping (5)

Spring Term.

El. Algebra (5)
Rhetoric and Composition (5)
Domestic Science (5)
Class Elocution
Bookkeeping (5)

Third Year

Fall Term.	Winter Term.
Am. and Eng. Lit., (5)	Am. and Eng. Lit., (5)
Gen. History (5)	Gen. History (5)
Physiology (5)	Physiology (5)
Plane Geometry (5)	Plane Geometry (5)
Penmanship	Penmanship
Interpret. Reading	Interpret. Reading

Spring Term

Am. and Eng. Lit., (5)
Gen. History (5)
Rev. Physiology (5)
Plane Geometry (5)
Theory and Practice

II.—HIGH SCHOOL CERTIFICATE

Fourth Year

Fall Term.	Winter Term.
Physics (5)	Physics (5)
Latin or German (5)	Latin or German (5)
El. Psychology (5)	Hist. Education (5)
Adv. Rhetoric (5)	Adv. Rhetoric (5)

Spring Term

Physics (5)
Latin or German (5)
Philosophy of Education (5)
Adv. Rhetoric (5)

Fifth Year

Fall Term.

Advanced Algebra (5)
Adv. Physics (5)
Elocution or History of Art
Elect two from the following: (10) Botany, Chemistry, Geology, Zoology, Adv. Agriculture.

Winter Term.

Solid Geometry (4)
Adv. Physics (5)
Elocution or History of Art
Elect two from the following: (10) Eng. Hist., Logic, Ethics, Polit. Economy, Sociology, Anc., Med., Mod. History.

Spring Term.

Solid Geometry (4)
Advanced Algebra (5)
Adv. Physics (5)
Elocution or History of Art
Electives of Winter Term, continued (10)

University High School

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President of the University.

A. F. REITER, A. B.*
Instructor in Civics and History.

SAMUEL H. HORNE, A. B.*
Instructor in Civics and History.

JOSEPH E. SMITH, A. B.,
Instructor in German and Latin.

MAUDE WAITE MARSHALL, A. B.
Instructor in History and Natural Sciences.

EDSON D. PRICE, A. M.,
Instructor in Mathematics and English.

ANDREW G. SMITH, A. B.,
Instructor in English.

HELEN PURMORT
Instructor in Drawing.

CHARLES M. PRATER, B. S., M. Accts.
Instructor in Commercial Branches.

LAURA LEIGH HANSON
Instructor in Oratory.

ERIC LYON
Assistant in Laboratory.

*Professor in College of Liberal Arts.

SCOPE OF THE SCHOOL

The University High School covers the work done in other first-class High Schools, whose curricula embrace four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, the studies have been so grouped so that a bright, industrious student can do the four years' work in three years. Thoroughness will not be sacrificed for speed, and those who can not do the prescribed amount of work in three years must take more time.

Diplomas

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of other first-class High Schools. The holder will be admitted to the freshman year of this College of Liberal Arts without examination.

Entrance Requirements

Students coming from other schools must present evidence at time of entering that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the **Eighth Grade.**

Work Required for Graduation

1. **Mathematics.—Algebra,** four terms. **Geometry,** three terms.

II. **English, Academic Grammar and Composition,** three terms. **Rhetoric,** three terms. **Literature,** three terms.

III. **Foreign Languages,** two years of Latin or German.

Note 1.—French and Spanish may be offered if desired.

Note 2.—Bible students who elect five years of Biblical Languages in the college may offer substitutes for requirement III.

IV. **Natural Science.—Physics,** three terms,

V. **History,** three terms.

VI. **Free Electives,** sufficient to make a total of 225 credits.

This is equivalent to fifteen units of high school work.

Note 1.—A maximum of 24 credits may be elected from the Colleges of Music, Fine Art and Oratory. One lesson per week for a term will count as one credit in the High School.

Two College credits are allowed for expression work in class reciting four times a week with a half hour of daily practice, two and one-half credits with one hour of daily practice, and three credits for one and one-half hour's practice.

Note 2.—A maximum of 30 credits may be elected from the College of Business; 35 credits are allowed in Special Departments. Extra Tuition is charged for work in the Special Departments.

Note 3.—Third year Latin, German and Solid Geometry will be counted as college credits, receiving only 4 credits per term, in case the student does not need them for graduation in the High School.

Definition of High School Credit

One credit means one recitation of 45 minutes each week for one term. A student with 25 recitations per week would gain 25 credits a term, or 75 during the year's work, thus completing the work in three years. A student reciting 20 times per week will complete the work in four years.

Credits in Terms of Units

15 credits count as 1 unit of High School work.

CURRICULUM

The following curricula have been prepared with the view to giving the student the best possible fundamental training for a college course. Wherein it differs from courses offered by first class High Schools, fair equivalents will be accepted as substitutes. 25 recitations per week is the maximum limit for each student.

Only very capable, industrious students can do so much work in three years. All others must spend three and a half or four years.

The Subjects marked * are required of all students

FIRST YEAR

Subject	No. Recitations Per Week.
*El Algebra, one unit	5
*Adv. Grammar and Composition, one unit	5
Physiography, one unit	5
First Year Latin, one unit	5
Agriculture and Commercial Geography, one unit	5
Drawing	2
Music, Art and Commercial Branches.	

SECOND YEAR

*Plane Geometry, one unit	5
*Rhetoric and Composition, one unit	5
Ancient History, one unit	5
Latin, Second year Caesar, one unit	5
or	
German, First year, one unit	5
Drawing	2
Bookkeeping, one unit	5
Music and Art	

THIRD YEAR

*Am. and English Literature, one unit	5
*Adv. Algebra and Solid Geometry	5
Modern History, one unit	5
Physiology, one unit	5
Latin, Third Year, Cicero, one unit	5
or	
German, Second Year, one unit	5
Elocution	
Music	
Commercial Branches	

FOURTH YEAR

Plane and Spherical Trigonometry, one unit	5
American History and Government, one unit	5
Latin, Fourth Year, Virgil, one unit	5

or

German, Third Year, one unit 5
Elementary Psychology, History of Education and Pedagogy, one unit.....5
*Physics, one unit.....5

Four Year Course Arranged on Basis of Three Years' Time

(The student must elect 25 periods each week. Subjects marked * are required of all students).

First Year

*Algebra 5
*Adv. Grammar and Composition 5
Physiography 5
First Year Latin
or
Agriculture and Commercial Geography 5
or
First Year German 5
Ancient History 5
Music
Art
Commercial Branches

Second Year.

*Plane Geometry 5
*Rhetoric 5
Modern History 5
Latin, Second Year 5
or
German, Second Year 5
Bookkeeping 5
Physiology 5
Drawing 2
Music
Art

Third Year

*Literature 5
*Adv. Algebra (one-half unit) 5
Solid Geometry (one-half unit) 5
Latin, Third Year 5
Drawing 2
American History and Government 5
Elementary Psychology, Pedagogy, and History of Education 5
*Physics 5
Trigonometry 4

The following courses of instruction are prepared with a view to meeting the conditions required by the North Central Association of schools and colleges.

I. NATURAL SCIENCES.

First Year

A. **Physiography.**—The earth as a member of the solar system; its form, size, movement; the origin, development and classification of land forms and their casual relations to social and economic conditions. Textbook and observational work required. Dryer's Physiography. Fall term, 5.

B. **Physiography.**—Continuation of A. Dryer's text completed. Winter Term, 5.

C. **Physiography.**—An easy text in elementary geology will be used, showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented, to a limited extent, by field excursions in order to place the student in contact with the most common geological phenomena. Shaler and Heilprin. Spring term, 5.

D **Agriculture.**—General farm problems, mechanics, soil conditions, etc. Text: Wilkinson's Agriculture. Fall term, 5.

E **Agriculture.**—Course D continued. Study of representative breeds of horses, cattle, sheep and hogs. Text, Plumb's Types and Breeds of farm animals. Winter term 5.

F. **Commercial Geography.**—Spring term, 5.

G. **Domestic Science.**—Using state text. Boston cooking school. Lincoln, supplemented by Wilson. Spring term, 5.

Third Year

A. **Physiology.**—An elementary presentation of the following subjects: Bones, muscles, foods, digestion, blood and its circulation, and respiration. Text, Conn and Budington, advanced Physiology. Fall term, 5.

B. **Physiology.**—Continuation of Course A. treating of the excretory organs, nervous system, special senses, throat and voice, accidents and emergencies, narcotics and stimulants. Conn and Budington's text completed. Winter term, 5.

C. **Physiology.**—a review course, covering most important features of Conn and Budington's text, with the experimental work. A good manikin and skeleton, also charts, are available for the work in Physiology. Spring term, 5.

Fourth Year

A. **Physics**.—An elementary treatment of measurement and mechanics of solids, fluids and gases. Text, Milliken and Gale's Physics, eight chapters. Laboratory text, same author, 18 experiments and notes. Fall term, 3, and Laboratory, 4.

B. **Physics.**—A continuation of the previous course treating of heat, magnetism and electricity. Text, chapters 9-16, experiments, 19-37. Winter term, 3, and Laboratory, 4.

C. **Physics.**—Above text and laboratory work completed. Text, chapters 17-22, experiments, 38-50.

.. Spring term, 3. and Laboratory, 4.

Note 1.—The above courses in Laboratory Physics are meant to give the student abundant practice in the manipulation and care of apparatus, to train him in careful observation and accurate deductions from observed phenomena, and neat and correct methods of expression. These courses may be taken separate from the text work during any term by review students or teachers.

No credit will be allowed for laboratory work unless the laboratory book is presented for approval.

Note 2.—In all the courses of Natural Science, note book and laboratory work are required of all students.

II. MATHEMATICS

First Year

*A. *B. and *C.—**Algebra.**—This is a year course of Algebra with associated arithmetic and geometry. The geometric propositions are proven algebraically. The features of the course being (1) the liberal inductions from the familiar laws and operations of arithmetic; (2) the early and persistent use of the equation; (3) the early and systematic use of the graph in illustration and for solutions.

First year mathematics for Secondary Schools—Myers.

Fall, Winter and Spring terms, 5.

Second Year

*D. **Plane Geometry.**—Rectilinear figures and the circle. The demonstration of original propositions to be presented

in writing accompanied by appropriate drawings. Text, Shutts Plane and Solid Geometery, books 1 and 2. Fall term, 5.

Third Year

*E. **Plane Geometry.**—Proportional lines and surfaces. Continuation of the preceding course; books 3 and 4. Winter term, 5.

*F. **Plane Geometry.**—A rapid review of the entire subject followed by the demonstration of original propositions. Shutt supplemented by other texts. Spring term, 5.

*G. **Algebra.**—Review factoring, fractions; simple, simultaneous and quadratic equations; binomial theorem for positive integral exponents, and logarithms. Fall term, 5. Text—Academic Algebra,—Milne.

Fourth Year

H and I. **Solid Geometry.**—The properties of straight lines, planes, dihedral and polyhedral angles, projections, polyhedrons, cylinders, cones, spheres, spherical triangles, and the measurements of surfaces and volumes. Winter and Spring terms, 4. Text.—Plane and Solid Geometry.—Shutt.

J, K and L. **Plane and Spherical Trigonometry**—After the natural trigonometric functions of angles are developed from their geometric relations, they are used in the solution of all kinds of triangles; the student must be able to develop all the important formulae instead of memorizing them; the solution of trigonometric equations and identities, and the application of logarithms in the solution of al kinds of triangles. Fall Winter and Spring terms, 4 hrs. Text,—Plane and Spherical Trigonometry,—Granville.

III.—GERMAN

In the high school two years of German are offered. Students are carefully drilled in pronunciation and the rudiments of grammar. Emphasis is laid upon the following: (1) Use of the spoken language in the classroom. (2) Pronunciation (3) Prose composition. (4) Reproduction.

This course lays the basis for higher work in the classics and literature in the college, but will be complete in itself in

so far as it will aim to furnish a practical working basis that will be of distinct advantage for practical life and will give a reading knowledge of the language.

Second Year

A. Beginners Class.—Text Joynes-Wesselhoeft. Elements of German, and Mueller and Wenckebach's Glueck Auf.
Fall term, 5.

B. **Elements of German.**—Course A continued. Oral and written exercises. Winter term, A.

C. **Elements of German** completed. Reading of easy texts such as Heyse's L' Arrabiata. Composition. Spring term, 5.

Third Year

D. **Review in Elementary Grammar.**—Study of Syntax and elements of Etymology. Prose composition based on texts read. Reproduction. Reading at sight from narrative prose. Conversation. The language of the class room is German just as far as circumstances permit. Memorizing of poems continued. Kruger and Smith's German Conversation. Thomas' Practical German Grammar Part II. Bernhardt's German Compssition. Storm's Immensee and Baumbach's Der Schwiegeriesohn.
Fall term, 5.

E. **Bernhardt's German Composition** continued and exercises in syntax from Thomas' Practical German Grammar. Schiller's Wilhelm Tell.

F. **Harris' German Composition** and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Lessing's Minna Von Barnhelm and Freytag's Die Journalisten. Spring term, 5.

IV.—ENGLISH

In this department the aim is (1) to master the laws of the sentence in Grammar; (2) to learn the elementary principles of discourse and acquire facility in composition; (3) to obtain a general knowledge of both English and American Literature. Since English is the avenue of thought no study is of more importance. Three full years of daily recitation in Eng-

lish are required of all who graduate from the High School.

First Year

A. **Academic Grammar and Composition.**—This work follows grammar in the Eighth grade and is not a substitute for it. The parts of speech: Nouns, Pronouns, Adjectives, Verbs and Verbals. Text: **Wiseley.** Classics: **Silas Marner, Great Stone Face, Legend of Sleepy Hollow.** Fall term, 5.

B. **Academic Grammar and Composition.**—continuation of Course A. Parts of speech completed. Analysis of the Sentence. Classics: **Vision of Sir Launfal,** short poems.

Winter term, 5 hrs.

C. **Academic Grammar and Composition.**—Syntax. Classic: **Ivanhoe.** Spring term, 5'

Second Year.

A. **Rhetoric.**—Exercises in simple Composition, Narration, Description, Story-telling. Text: **Herrick and Damon.** Classics: **Idylls of the King, Courtship of Miles Standish.**

First term, 5.

B. **Rhetoric.**—Dictionary and Grammar. Rhetoric in Practice. Classics: **Ivanhoe, House with Seven Gables.**

Winter term, 5

C. **Rhetoric.**—Rhetoric in Practice continued. Classics: **Merchant of Venice, Lady of the Lake.** Spring term, 5

Third Year.

A. **American Literature.**—Text: **Painter's American Literature.** Fall term, 5.

B. **English Literature.**—Text: **Newcomer** and **Greenlaw's Selections from Chaucer.** Winter term, 5.

C. **English Literature.**—The Elizabethan Era.

Spring term, 5.

V. LATIN LANGUAGE AND LITERATURE.

First Year.

A. **Elementary Latin.**—Starting with the rudiments, the aim is to acquaint the student with all the regular forms and com-

mon constructions found in Caesar's Gallic War.

The text book used is **Gunnison and Harley.**

Fall term, 5.

B. **Elementary Latin**, continued. Winter term, 5.

C. **Elementary Latin.**—The first part of Caesar, Book 1, is read during the latter part of this course. Spring term, 5.

Second Year

D. **Caesar.**—Prerequisite, Courses A, B and C. Special attention is given to a review of forms and syntax,—exercises in prose composition based upon the text. Fall term. 5.

E. **Caesar**—Continued. The more difficult constructions of Caesar are studied, and further practice is given in prose composition. Winter term, 5.

F. **Caesar.**—During the second year Books 1-6 are read While forms, syntax and prose composition continue to be studied, indirect discourse receives special attention. Students are required to change all the passages in indirect discourse to direct discourse. Spring term, 5.

Third Year

G. **Cicero's Orations.**—In Catilinam 1-3. This course includes translation, a review of forms and more difficult constructions, exercises in Latin Composition based upon the portion of text assigned in each lesson, and the history of the period. Fall term, 5.

H. **Cicero's Orations.**—In Catilinam, 4. Poet Archias and Manilian Law. Prose Composition, continued.

Winter term, 5.

I. **Cicero.**—Disputations, or Sallust. Prose Composition continued. Spring term, 5.

Fourth Year

J. **Virgil.**—The Aeneid. Books 1-2. Latin Prosody. Prose Composition. Fall term, 5

K. **Virgil.**—The Aeneid. Books 3-5. Composition continued. Winter term, 5.

L. **Latin Poetry.**—The Aeneid, Book 6. The Bucolic Eclognes and Georgics or Ovid. Composition continued.

Spring term, 5.

Note.—Courses G-I and J-L are offered on alternate years. During 1911-12 the class will study G-I.

VI. HISTORY

Second Year

A. **Ancient History.**—Text: **West's Ancient World.**

Fall term, 5.

B. **Ancient History.**—Course D, continued.

Winter term, 5

C. **Ancient History,** completed up to 800.

Spring term, 5

Third Year

D. **Modern History.**—Text: **West's Modern History.**

Fall term, 5

E. **Modern History.**—Course G, continued.

Winter term, 5

F. **Modern History,** completed. Spring term, 5

Fourth Year

G. **American History and Government.**—Text: **Fisk's Civil Government.** (Fall term, 5.)

H. **American History and Government.**—Text: **Bryce's American Commonwealth.** (Winter term, 5.)

I. **American History and Government.**—Text: **Hart's Essentials of American History.** (Spring term, 5.)

Note.—In all the courses of the Department of History, note book work and collateral reading are required.

VII. EDUCATION

Fourth Year

A. **Elementary Psychology.**—In this and following courses, state approved texts are used. The Department of Education belongs properly to the Teachers' College, but these subjects

are elective in the High School or College of Arts and Sciences.

(Fall term, 5.)

B. **History of Education.** (Winter term, 5.)

C. **Philosophy of Education.** (Spring term, 5.)

VIII. DRAWING

First Year

A. B. and C. Mediums.—Chalk, pencil, water colors.

Drawing from Objects.—Action figures from life.

Grouping.—Mass, sketching, modeling of objects, animals, etc. Simple studies of design.

Patterns of type forms.—Clippings and criticisms of newspaper and magazine illustration.

(Fall, Winter and Spring terms, 2.)

Second Year

C, D, and E. Mediums.—Chalk, charcoal, pencil colors, clay,

Sketching from Object.—Casts, life and nature.

Wash Drawings.—Chalk modeling, pictorial composition.

Design (working drawings of objects and original plans): Modeling in low relief, study of masters and masterpieces in art. (Fall, Winter and Spring terms, 2.)

IX. SPECIAL DEPARTMENTS

For electives in **Fine Arts, Music, Commercial Branches, Normal Studies and Oratory,** the student is referred to these Special Schools and Colleges.

College of Business

College of Business

Faculty

ELY V. ZOLLARS, A. M., LL. D., President

C. M. PRATER, B. S., M. Accts.
Shorthand, English, Court Reporting, Arithmetic, Rapid Calculation

V. OLIVE PRATER
Bookkeeping, Penmanship, Banking, Spelling, Commercial Law.

.....
To be supplied

Typewriting, Mimeographing, Tabulating, Dictation to the Machine, Care of Machine, Duplication.

COURSE OF STUDY

BUSINESS COURSE

Bookkeeping — Banking
Penmanship — Spelling
Commercial Arithmetic
Punctuation — Commercial Law
Business Correspondence
Rapid Calculation — English

SHORTHAND COURSE

Shorthand — Typewriting
English — Spelling
Business Correspondence.
Punctuation — Tabulating
Actual Stenographic Practice
Carbon Duplicating — Court Reporting
Dictation to the Machine.
Mimeographing — Care of Machine

COLLEGE OF BUSINESS

The College of Business of the Oklahoma Christian University is designed to furnish, to all those desiring such, a thorough, practical and up-to-date business education. Commercialism is the spirit of the age; and no person who expects to make his a business career can afford to attend a school of inferior merits, but must, in this age of competition, attend the best.

The fact that the College of Business is a department of the University itself gives it an added prestige over other business colleges, thereby making it a very desirable school to attend. Students in this department have the advantage of taking work with specialists in other departments of the University, where desired. They also have access to the library at all times, and have the privilege of attending literary societies, lectures, musicals and the like.

Though it is desirable that students should enter at the beginning of the term, the work is so planned and conducted that they may enter at any time, and will always find classes adjusted to their needs.

ACTUAL BUSINESS

It is true that there are many temptations offered to prospective pupils by overestimating the results that can be attained by what is called "actual business" in common business colleges. It is impossible for any school of business to present a genuine business course. It is true that miniature bales, boxes and samples of merchandise may be handled by students in their practice, yet no railroads or steamboats are actually engaged in conveying the goods bought and sold.

Greater or less importance may be placed upon this method of teaching a business course, yet we must all remember that in large business enterprises and manufacturing establishments the corps of bookkeepers employed to keep a record of the business done do not even see the goods or products, let alone

handling them. The bookkeepers' office is often either located many squares away from the manufacturing establishment, or several stories distant from the place where the business is transacted. While it is true that every effort to bring actual work into business training must result in good, yet it is possible to perpetuate a great deal of clap-trap through them, by the exhibition of first class carpenter and glazier work in the erection of business offices, insurance offices, banks, and other purely mechanical resemblance of the actual thing. Many cheap and inferior business colleges make such a display their chief source of advertising. However, a vast importance depends upon the competency to present the principles and to represent the real work. Each requisite can be met where cultivated brains and honesty are combined. The clinic of the medical school and the moot court of the law school establish this. At stated periods of the course, new and carefully studied exercises are, from time to time, introduced, which enable pupils to understand and master the science in a satisfactory manner.

BOOKKEEPING

The successful management of any business or profession requires an exact knowledge of the methods of keeping accounts. The business in which the accounts are not carefully looked after is doomed to bankruptcy sooner or later. Bookkeeping furnishes the reins whereby the manager can direct the business to success and increased profits.

The practical system of bookkeeping used in our business department marks a distinctive advance in teaching the science of accounts. By our method of teaching bookkeeping, the student is not deceived into thinking that he is a full-fledged business man the first day he enters school. The student learns bookkeeping and business methods by a system which is intensely interesting and practical. Immediately upon beginning the course he enters into his work under the directions of an experienced bookkeeper. The transactions, papers and all documents come to him just as they come to the bookkeeper in the business office. These are explained to him in the language of the business. He is then instructed how, as a learner,

to determine upon the proper accounts to be debited and credited, and, as a bookkeeper, to make the proper entries in his books, using the incoming business papers as the source of information and the basis of his records. All outgoing papers, such as bills, notes, checks, drafts, etc., are made out by the student.

The system we use unfolds the science of accounts in a practical and scientific way, and covers every variety of business transactions, from the simplest to the most difficult and complicated.

BANKING

Our course in banking is a comprehensive exposition of the accounting methods in use in a national bank, and applicable to any bank, whether national, state or private. The student learns the customs and usages of banks in their dealings with their customers and other banks. He performs the work of every department of a large bank, thus giving him practice in the performance of the duties of the Cashier, Assistant Cashier, Receiving Teller, Paying Teller, Discount Clerk, Collection Clerk, Correspondence Clerk, Individual Bookkeeper, General Bookkeeper, and Clearing House Clerk.

PENMANSHIP

A rapid legible handwriting is absolutely necessary to the completion of a business or collegiate education. As an individual accomplishment, it often leads to as great success as many other important attainments. All occupations in life demand legible and rapid penmanship, consequently an intimate acquaintance with the art is very necessary.

In order that commercial students may be thoroughly qualified for a successful business career, they should command the ability to write a plain, rapid, legible hand. This part of a business course is an accomplishment attained only by a small percentage of business college graduates, notwithstanding the fact that it is one of the most valuable accomplishments in any vocation in life.

Through the instruction given, that cramped and stiff position and movement which is so common with the average

pupil is entirely eradicated, and quick, rapid legible movements given in their place. We have never countenanced "vertical" writing. It is a fad,—now in its dotage.

Under such improved instruction, class work in penmanship becomes more of a pleasure than a task. Pupils are instructed to pass quickly from one movement exercise to another of a different kind, dictated by the instructor. In this manner, confidence and skill are rapidly imparted to each pupil Penmanship, when properly taught, can be made an intellectual exercise which is beneficial to all. Through certain movements and intricate forms, the brain is required to exercise its functions in the same degree as the mental efforts required in the study of different sciences.

Each student is directed in that most valuable of all means of advancement the ability to criticise and improve his own writing. His defects are made plain to him, and the means of remedy clearly shown. Under progressive and enlightened instructions, combined with efficient and inspiring influence and intelligent effort at self-improvement, the student's advancement is substantial and rapid.

Among the special features of our instruction which deserve enumeration are the maintenance of correct position, arm movement, extensive practice for ease and uniformity, form practices for legibility, abbreviation of capitals for brevity and beauty, correct and rapid figure making. The department holds to the strict demands of the time for plain, legible rapid business writing, and does all that can be done to secure an excellent degree of improvement. The Zanerian system of penmanship is used.

COMMERCIAL ARITHMETIC

Proficiency in business arithmetic is an essential acquirement to a thorough business training. To be able to handle figures, as applies to practical business transactions, rapidly and accurately, is essential, and no commercial course is complete which does not give the student the training necessary. This is one of the first and most trying tests ordinarily applied by the prospective employer to the applicant for a position.

Our work includes daily recitations, with assigned lessons, covering the subjects of common fractions, decimal fractions, compound numbers, percentage with its application to profit and loss, interest time discount, banking, commercial paper, exchange, equation of accounts, partnership settlements and other important subjects. Besides the regular class work, we give daily drills in rapid calculations, in applications of short methods, in addition, discounts, interest and other subjects of arithmetic so practical to the bookkeeper. These drills are both in mental and written calculations.

COMMERCIAL LAW

One of the most essential features of the business course is the instruction given in commercial law. This is designed to familiarize the student with those features of law that apply to every-day business affairs, and which every business man should understand. The school neither attempts to make lawyers of its students nor strives to do away with the necessity for expert advice; but it is the aim to so ground the student in those elementary principles of the laws of business, which are largely the laws of common sense, that he may act intelligently and know his rights and liabilities in ordinary commercial transactions.

It embraces a full discussion of the subject of contracts, negotiable papers, agency, partnership, mortgages, deeds, leases, conveyances of real estate, wills, intestate estates, patents, copyrights, trademarks, etc.

SPELLING

Probably no subject in the course has more practical value than this one. Certainly no one is used more frequently. A good stenographer must know that errors in spelling are inexcusable. It is not necessary to know how to spell every word in the dictionary, but only those that are in every-day use. Practical words, geographical names, synonyms, etc., are given, and all students are expected to take it unless they can prove to be proficient in the subject. A single error in spelling has caused many letters of application to be discarded. Our

method of presenting this subject is practical and produces excellent results.

GRAMMAR AND COMPOSITION

Classes in English grammar are organized from time to time, and are conducted throughout the school year; thereby enabling all those who are deficient in this very important branch to get the best possible instruction in all phases of the work; special attention being given to the parts of speech, their use and misuse, sentence construction, composition and the like. Another important feature of our system of business training is teaching the art of letter writing. Special attention is given to the proper arrangement of the various parts of letters. Instruction is given in paragraphing, punctuation, the use of capital letters—even the superscriptions on the envelopes receive attention.

SHORTHAND

This is the profession which is coming more and more into demand every year. Young men in particular are wanted by the railroads, and for the insular and governmental civil service; they are wanted by the large corporations; and any person desiring to work his way up to the top in any particular business can do so most quickly and thoroughly as a stenographer, for in that capacity he can learn every detail of the management, and every transaction must go through his hands. As a field for women, it is well known, but it is not so well known that, as the demand for more skilled workers has increased, the wages have also advanced.

SALARIES OF SHORTHAND WRITERS

An amanuensis receives better pay than any other clerical worker. Specialists in this part, such as court reporters, secretaries to officials, etc., often receive salaries ranging from $1,000.00 to $2,000.00 per year. Stenographers in many of the Federal offices receive even higher salaries. Shorthand writers with ordinary speed have no trouble in getting from $600.00 to $1,000.00 per year. Monthly salaries ranging from $40.00

to $90.00 are the wages for shorthand writers who are not able to write over 125 words per minute, and accurately transcribe their notes by means of a typewriter, into correct and elegant print. Such are fitted to the needs of the large mercantile houses, insurance and railroad offices or the private work of a secretary or manager.

The United States Civil Service Commissioners have standing offers for well qualified amanuenses or assistants in the various departments of the government offices, who are capable of writing 100 words per minute, and transcribing the same correctly. We quote the following from the circular of information sent out by this commission: "Male stenographers and typewriters are in demand, and those who are competent and willing to accept the salaries ocered, $900.00 to $1,800.00 per annum, have much greater prospects for appointment than applicants for other clerical positions."

The salary attained by beginners depends much upon their success at the beginning. If fair ability is shown an advanced salary is usually offered for such services. If inferior ability is shown, there is scarcely any demand, even in the low salaried positions.

It is the purpose of the shorthand department of the school to give pupils such a complete and practical training that they will attain at least, the ordinary grade of positions, on accepting their first position.

TYPEWRITING

The importance of being able to operate the typewriter rapidly and accurately can not be too strongly emphasized. The business man's criterion of excellence is the appearance of the typewritten letter.

We teach exclusively the touch system of typewriting, which is recognized as the only rational method of operating. By this method the student learns to operate the machine with all the fingers of both hands, just as all the fingers are used on the keyboard of the piano. Not only is he able to attain a much higher speed by this method, but the nervous strain attendant on old methods of writing is obviated.

The lessons are very carefully graded, and are designed to hold the student's interest from the first. Setting out with the simplest exercises in fingering and word writing, the student progresses through work of gradually increasing difficulty until that requiring the greatest proficiency is reached.

Our typewriting department is equipped with the best machines of standard makes, such as the student will find in the business office on completing his course.

POSITIONS FOR STUDENTS

The demand for young men and women thoroughly qualified for office work has always been greater than the supply. While we do not guarantee positions—the functions of the school being educational—we fully realize that it is to our advantage to place all graduates in positions where they will benefit from the special training they have obtained, and consequently be more likely to recommend the school to their friends. This part of our work is conducted in a systemtic, business-like way, and the satisfaction which our graduates are giving employers is abundantly evidenced by the increasing number of calls we are receiving from business houses employing them. As a rule we have more calls for our graduates than we can supply. In conducting our employment department, we have the advantage of having well trained young people to send out, and our large acquaintance among the business men of Enid and with the typewriter companies enables us **to assure a position to every worthy student who has successfully completed the course of study.**

TIME REQUIRED

The time required to complete the full commercial or the full shorthand course is from six to nine months, according to the advancement, ability, and persevering industry of the student. The combined business and shorthand courses require from nine to twelve months. We do not claim to turn out "three-month" graduates. Thorough work is recommended rather than short time courses, and time enough often proves little enough.

Students are advanced as rapidly as their capacity and

attainments will permit, and all who take a full course are encouraged to remain until they have a clear, well-defined knowledge of the entire science of accounts and associate branches, and are able to pass a satisfactory examination.

Special attention is given to developing business-like and systematic habits and conduct, which will smooth the way for the beginner when making his application for a position, and throughout his business career.

COMBINED COURSE

The combined course consists of the studies in both the business and shorthand courses.

A graduate of this course has the best possible equipment for business. He is trained in practically all lines of office work, and has the widest possible field in which to seek employment.

This course is especially valuable to the young student. It gives time to develop business habits. It gives an opportunity to perfect one's self in grammar, arithmetic, writing and spelling.

Naturally, graduates of the combined course have many opportunities not open to the graduates of either the shorthand or commercial course, as many positions call for both bookkeeping and stenography. This is especially true in dull times. When firms are retrenching, the ability to both write shorthand and to keep books will frequently enable one to hold a good position that would not be open to him were he not qualified in both subjects.

We strongly recommend this course, not only because of its opportunities, but also because of its superior educational value.

TEXT-BOOKS AND STATIONERY

The cost of text-books, blanks and stationery depends upon the course taken. The outfit of the business course will cost from $10.00 to $12.00. The outit for a course in stenography and typewriting will cost from $5.00 to $7.00.

DIPLOMAS

Upon the completion of either the shorthand or business

course a diploma is awarded under the seal of the school. To secure certificate, the work of the student must reach the required standard. He must have completed in a satisfactory manner all the work of the course and have passed successfully the various tests and examinations. As a result of the high character of our school, such a diploma has a recognized commercial value to its possessor.

College of Music

School of Oratory and Expression

School of Fine Art

College of Music

Faculty

ELY V. ZOLLARS, A. M., LL. D., President

REIN DYKSTERHUIS
Violin, Piano and Ensemble

ETHEL MAE HARRIS
Piano, Pedagogy, and History of Music

SAMUEL G. HART
Voice Culture, Normal Methods and Choral Study

LILLIAN FLEMING
Piano, Harmony, Counterpoint

OUR PURPOSE

We are planning to make the Music College one of the strong schools in our University and we have exercised great caution in the selection of teachers.

Manner of Teaching

1. Students are taught individually, two half-hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also g'ven. This method answers a very excellent purpose, in fact, it is frequently of greater benefit than private lessons, and lessens the cost of tuition to the student. A combination of both the private and class systems is the ideal plan.

Practice

Practice pianos are provided in sufficient numbers to meet the needs of the departments. Our pianos are all new and of the best grade for practice purposes. Students taking two lessons per week should practice at least two hours per day. Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used for giving lessons and for practice purposes as well.

Entrance Reqiurements

For entrance to the College of Music, the student should complete 12 units of literary work in a first class high school. When the student is deficient in these requirements, he is permitted to pursue his musical studies, and at the same time make up his literary deficiencies in the high school of the University. The subjects chosen are among the usual electives of the high school curriculum.

PIANO DEPARTMENT

Miss Harris

Miss Fleming

Important features of this department are the classes in Interpretation, Analysis of Music, Touch and Technic, and Repertory, at which principal varieties of execution and expression and works for the piano are played and discussed in detail.

It being the object of the College of Music to train students in the various departments, according to some definite, well-regulated and scientific plan, the courses of study have been divided into different divisions, each division comprising several grades.

The course of study in piano has four divisions: I. Preparatory. II. Teacher's Certificate. III. Teacher's Diploma. IV. Graduate.

I.—Preparatory Course in Piano Playing

Grades I-IV

Studies.	Pieces.
Every's Foundation Studies. Etudes by Czerny Gurlitt, Wolf and Tapper. Heller Op. 47, LeDebut Pfitzner. Polyphonic Studies, Krause Op. 25. Easier Compositions of Bach.	Gurlitt, Schytte, Tapper, Bohm, Kussner, Kuhlau, Sonatinas, Easier works of Mozart, Hayden, Schumann, Beethoven, C. P. E. Bach, and of the best modern composers.

Other requirements for the above course: Ear Training, Sight Reading, Elementary Harmony.

II.—Teachers' Certificate Course

Grades V-VI

Studies.	Pieces.
Czerny, Foote 20 Preludes. Bach Three-Part Inventions. Cramer-Buelow Studies. Kullak Octave Studies. Clementi Gradus ad Parnassum.	Sonatas and other works of the Classic and Romantic Schools. Pieces by Haydn, Mozart, Beethoven, Schubert, Schuman, C. P. E. Bach, Von Weber, Chopin, Godard, Moszkowski, and other modern composers.

Further requirements: Harmony Completed, Simple Counterpoint through two-part writing, Harmonic Analysis, Sight Reading continued.

III.—Teachers' Diploma
Grades VII-VIII

Studies	Pieces.
Bach's well-tempered Clavichord.	Selections by Handel Schuman, Chopin, Grieg, Weber, Rubinstein, Raff, Branms, etc.
Etudes, by Chopin, Henselt, Liszt and others.	Concertos by Chopin, Beethoven, Macdowell, and others.

Other requirements: Counterpoint completed, Harmonic Analysis, Musical Form, Sight Reading and two terms work in Free Composition. .....

IV.—Graduate
Grades IX-X

More extended study of principal classic and romantic composers, including works in larger forms; chamber music, concertos, etc.

This has been arranged for graduates who desire to reach higher standards of excellence as artists. A prominent object in this course is to provide the student artist with a varied repertoire, suited to his musical individuality and to his needs as a public performer. Applicants for the post-graduate degree are required to give a complete piano recital.

VIOLIN DEPARTMENT
R. Dyksterhuis

I. **Preparatory.**—Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

II. **Intermediate.**—Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III.; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dancia and others. Sonatas and the easier concertos of Viotti, DeBeriot, and Kreutzer; also practice in ensemble.

III. **Advanced.**—Etudes, Kreutzer, Rode; Duetts Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot Wieniawski, Grieg and others.

VOICE DEPARTMENT

Samuel G. Hart

Voice Culture

The manner of teaching in this department is unique. It is the result of much thought and vast experience. It combines the essence of the Old Italian School with the acknowledged improvement of the Modern. In olden times, students were bound out to their singing masters, and all lessons were in class. This system of teaching had many exceedingly valuable points. However, it has been found that the individual voice can be better developed by private lessons, owing to the fact that each voice presents different problems, and often what would develop one voice would ruin another.

Nevertheless, the present system of private lessons has its limitations. The pupils know nothing of voice teaching in general. They only know what applies to them. In acquiring the various technical features of the art, they have no opportunity to observe the teacher's work with other students, or to hear his criticisms. In various ways, especially in the study of interpretation, they do not get the breadth of culture and understanding of the subject.

Furthermore under the present system, there is no adequate training for the teachers, except bitter experience, bitter for the teacher and maybe disastrous for the pupil. In our Department of Voice we have a combination of the systems. Private lessons are given the same as in other Colleges of Music, and in addition there is provided for the students a Teachers'

Normal Class in Voice, the work of which is described below.

Teachers' Normal Class in Voice

In this class everyone is critic, teacher, observer, performer and pupil. All the technical points of interpretation are discussed and the various ways of working out the problems in individual cases exemplified. Those who are nervous or timid learn to think and act on their feet and to control themselves.

Some of the subjects that are discussed are placement, attack, release, sustenuto, scale study, vitality, balance, open vowel, portamento, appogiature, acciacature, mordent, gruppetto, trill, phrasing, enunciation, accent, color, analysis of recitative aria, ballad, and song, mental attitude, physical culture for singers—and interpretation. Everyone produces tones, sings, criticises, illustrates the above technical points, teaches fellow students, and thus learns to think quickly, diagnose correctly, perform well, teach understandingly and appreciate all that has to do with singing, and teaching.

Private Voice

The private teaching is based on the Old Italian method with the acknowledged improvements of the modern methods applied in the way best fitted for each student.

The study begins with fundamental work in breathing, and tone production, simple tone combinations, the study of vowels, enunciation, scales and arpeggios, with Voice Training Exercises—by Behnke and Pearce.

As progress is made, H. W. Green's Standard Graded Course is used for the foundation work.

The Standard Graded Course is arranged for four years' instruction. The exercise vocalizes, and studies of S'eber, Lutgen, Marchesi, and Tosti are used at various points in the course. Songs, too, valuable in combining words and music, are used throughout the course. This does not mean to say that it takes four years to complete the course, but as in other fields of study, some students bring to the work more talent, clearer insight, and closer application than others, and therefore, will be able to master the course in less time. Not mere

technical skill is aimed at by this department, but a musical and intelligent interpretation, and a knowledge of the works of the great masters. The study of the early Italian song-writers as well as the modern, and selections from the standard oratorios and operas will be taken up, depending on the ability and progress of the pupil.

Candidates for graduation in this department must have completed the entire course offered in Theory and History, at least the first four grades in Pianoforte Course, and must pass an examination in sight-singing which shall be satisfactory to the Professors, and must also have done, satisfactorily, at least one year's work in the Teachers' Normal Class in Voice.

Evangelistic Singing Course

Special attention will be paid to the teaching of evangelistic singers and leaders in Church music. The requirements are, voice culture, literary study, Bible, sight singing and chorus directing.

Ensemble Work

Special attention will be given to Ensemble Work, Sight singing, Chorus and Glee Clubs. All voice students are expected to avail themselves of the opportunities afforded in sight singing.

All voice lessons missed, unless on account of sickness, will not be made up.

THE PEDAGOGIC DEPARTMENT

Ethel Mae Harris.

This department was added to the curriculum of the College of Music to meet an important need. The department has been placed in charge of Miss Ethel Mae Harris. She has arranged a series of lectures and lecture recitals which will constitute the normal course.

In this series of lecture-recitals, it is planned to canvass thoroughly those pedagogic problems, which every teacher of music must solve in his daily tasks, and to deal broadly with those lessons of Musical History that have practical bearing on the pedagogic and interpretative problems of the art.

A candidate for graduation in this department must submit thesis of not less than two thousand words setting forth his knowledge of pedagogic and instrumental methods; must also have attended and given satisfactory proof of his teaching equipment in the Normal Demonstration Classes.

Analysis and Interpretation Classes

In these classes pupils will be assisted by Miss Harris in the study of Interpretation, Touch and Technic, and in the artistic delivery of the composer's meaning. Many characteristic examples of piano literature will be elucidated by actual experience in performing them, coupled with analytical discussions of their characters and peculiarities from many points of view. The interpretation class is the highest and best means of educating and finishing the student. Since the time of the well-known classes of Liszt and Kullak, some of the greatest masters in Europe have adopted this method of enlarging their field of usefulness in providing instruction for students.

Ensemble Class

The Ensemble Class, which will be under the joint direction of Mr. Dyksterhuis, Miss Harris and Miss Fleming, will begin with the study of the early classic symphonies in the arrangement for piano, violin and 'cello, and will continue throughout the year to more difficult concerted music. The practice of ensemble develops in the instrumentalist those powers of attention and concentration which are fundamental in the equipment of the fluent prima-vista reader and which make so potently for the development of a broad and practical musicianship. The ensemble class is obligatory with all candidates for diplomas in the piano and violin departments.

Recitals

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical tastes not only in the students in the music department but in the entire student body and to develop in the pupil that degree of confidence which is necessary to success.

Department of Wind Instruments

We have completed the organization of a University band and instruction will be offered in brass and reed instruments. Open air concerts will be given frequently which will afford pleasing diversion to the student body and will also be of great benefit to the members of the band. Private lessons will also be given on cornet, clarionet, trombone, flute and other wind instruments.

Summer School in Music

Arrangements will be made for a summer school of from one to two months after the close of the regular session and a course for the training of music teachers will be offered. A class in theory, harmony and composition will be provided. Private lessons on piano will be given and courses in violin and voice will also be offered.

SCHOOL OF ORATORY, EXPRESSION AND DRAMATIC ART

LAURA LEIGH HANSON, Principal
Professor of Oratory and Dramatic Art

JOHN G. BRADLEY, B. O.
Professor of Oratory

In the presence of the subject of "Reading as an Art," we stand before one of the most intricate, the most ill-used, the most beautiful, and one of the most important subjects in Education.

The object of training in this department is to develop the greatest possibilities of the students, to harmoniously cultivate mind, voice and body. The first aim is to teach the student to think, to elevate and stimulate the imagination and to bring forth the sympathetic and artistic instincts. This study can not fail to refine, in as much as it unfolds the powers of the individuals.

The Art of "Speech and Deportment" is everything that goes to make the pleasing and powerful speaker. The Drama will be studied from a historical and geographical, as well as from a dramatic standpoint.

Pronunciation, articulation, and the avoiding of errors in speech will be a strong feature of this work. Readings from the Bible and leading authors—both classic and modern—will be given much time. Plays and Monologues will be many and varied, the student thereby gaining a broad knowledge of the best in all of the best literature. Works from Shakespeare, Browning, Tennyson, Sardou, Kipling, Eugene Field and James Whitcomb Riley will inspire the student to see and feel for himself.

The opportunities offered today leading to the ministry, the lecture platform and to the stage, are greater than ever before,

the desired qualifications being a pleasing address, a musical speaking voice, and an abundance of patience, persistence and application.

We strive to make the most prominent feature in this school "Efficiency," in order that those completing the course may be able to rank with the older and larger colleges. Public performances will be given frequently that the student may acquire experience, ease and an "at home" feeling when before the public. We do not claim to accomplish the impossible, yet we do claim to cultivate the musical qualities in the speaking voice, easy and graceful manner, and perfect poise.

Mrs. Hanson will assist the students completing the course, in securing positions, being personally acquainted with the leading presidents and managers of colleges, schools and bureaus, throughout the United States.

There is room and to spare for artists of ability in this class of work.

Entrance Requirements

To enter the School of Oratory, one should be a graduate of a first class high school, having completed 15 units. Where the student is deficient in these studies, opportunities are offered to complete the subjects lacking in our splendidly equipped University High School. This work may be taken along with the work in the School of Oratory.

First Year

External manners and poise—which is the basis of a pleasing personality.

Correct breathing, which leads naturally to the correct use and quality of the voice.

Voice production, physical and mental, to secure ease in breathing and purity of tone. Correction of habitual errors of voice.

Articulation, making flexible all the organs of speech. correct pronunciation and correction of personal faults.

Readings, Monologues and plays to exemplify the same.

Text book used, Curry and Emerson.

Second Year

Development of voice as to resonance and volume.

Pantomime, training the body for placticity and harmony, facial expression, gestures and attitudes.

Articulation, precision and agility in pronunciation, study of dialect.

Inflection and Range, Development of the emotional and dramatic instinct.

Recitals given from the works of the leading authors.

Text book, Curry and Emerson.

Third Year

Voice, Development of tone color, training for agility and versatility in all the phases of voice production.

Stage and platform deportment given in detail.

Recital and Dramatic work given much time in this year. Students are required to give recitals from the works of leading authors. Shakespearean work a speciality in this year.

Poetry: its form and growth.

The Drama, its development and mission.

Italian, German and English literature studied from an oratorical and dramatic viewpoint.

Debate and extemporaneous speaking made a speciality.

SCHOOL OF FINE ART

HELEN PURMORT, Instructor

Art Theory, Practice, History

Plan of Work

The work in the School of Art is planned for those who desire art as a profession or an accomplishment, and for those who will apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art history.

The purpose of this course is to give the student a broad, fundamental art training, which will fit him for whatever specializing he may do in his later art work. To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment

The Art School has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class; the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work

The Art rooms will be open all day so that students can work whenever they have time to do so.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, The History of Art will be required. One afternoon each week will be devoted to this study by means of Lectures and assigned readings.

Decoration.—A course of instruction is offered in applied Designing of Wall Paper, Rugs, Cloth, Book Covers, Magazines, Laces, etc.

Composition and Illustrating.—Original work in the composition of colors drawn together from the imagination and composing a study. Illustration will be treated at first by little characteristic sketches of life, such as would be seen in the studio or from the window of the studio and later stories will be read and the student will illustrate each in his original way.

Industrial Art and Normal Drawing Course

(Purpose to fit teachers for public school drawing.) Two periods each week, text book, Prang Manual.

Clay Moulding, Kindergarten Construction work and Composition, Conventionalization of Natural Forms, Application of Units of Designs.

Mechanical Drawing

A course will be offered in free hand and mechanical drawing, geometric design and application, working drawings and the art of projection.

Art Lectures

Art lectures on history and theory will be provided for the students from time to time, and they may also have the benefit of special art lectures from time to time.

Design and Applied Art

Applied Art is the practical carrying out of the design, in the material for which the drawing has been made, such as application of color designing for posters and advertising purposes, decorative composition and surface decorations as applied to china, wall paper and plain surfaces.

Antique Drawing.

In Antique Classes, students are trained to construct form in simple and correct manner. Thus a foundation is laid for further training in the more advanced classes.

Painting From Still Life

The study of color begins in these classes. Students are first taught to reproduce in color simple masses of form such as are found in vegetables and fruits. They are then given more difficult combinations, reflecting lights and values such as are found in richly colored objects.

Exhibitions

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect it. At this time collective criticism of the student's work will be given, with recognition of good work by honorable mention.

A diploma will be conferred upon students who have completed the full three years' course, which will comprise work from elementary drawing up to portrait painting. Students will be given full credit for work done in reputable art schools.

No student will be admitted for less than one term except on single lesson rates.

University Hospital and Training School

For three years we have been running, in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year courses.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of trained nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses. Miss Bertha Stark has charge of this department, and has had years of experience in this work.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that Oklahoma Christian University has one of the best hospitals and training schools in the state.

Training Department

A regular course of lectures on all branches required by the state law, are given.

Diplomas are issued from this department at its regular commencement exercisces.

Qualifications for Admission

For admission to the training school, girls must be in good health, between 18 and 28 years of age, have common school education, and good moral character. At the end of sixty days' probation, if applicant is wholly unfit for this avocation she will not be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment

Ambulances.—The hospital has two good ambulances besides an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train.

Every one who is interested in the Oklahoma Christian University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-ray and Laboratory work. Prices for this work are reasonable.

For further information address Mrs. S. N. Mayberry, Enid, Oklahoma.

General Information

I.—Examinations.

All students are required to take the examinations that come during the last week of each term, and those who get 75 per cent as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

Exemption Grades.—Students who have, in any subject, made an average of 95 per cent in their daily recitations during the term, and who have not more than one excused absence marked against them in that subject, may be excused from examination, and receive their class grade as their average for the term.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But three or four additional hours may be taken by strong students who have had good preparation. Not more than twenty hours can be taken without the consent of the classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special colleges and schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations. No college credit will be allowed for work done in High Schools without examinations.

6.—Credits Needed for Classification

For Freshman ranking 225 High School credits.

For Sophomore ranking 48 additional College credits.

For Junior ranking 48 additional credits.

For Senior ranking 48 additional credits.

For Graduation, 225 High School and 192 College credits.

Persons short on credits may enroll as follows:

As Freshman, short 4 credits; as Sophomore, short 3 credits; as Junior, short 2 credits; as Senior, short 1 credit. In all cases the lacking credit must be made up.

7.—Recitation and Study Hours
Standard Time

Day Hours—From 8:15 a. m. to 11:45 a. m., and from 1:15 p. m. to 3:30 p. m.

Night and Study Hours.—Begin at 7:30 p. m. and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other's rooms during recitation or study hours. All games on the athletic field are prohibited until after 3:30 p. m. and on Sunday.

Terms of Admission

Students coming from other institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the state universities or by the North Central Association of Colleges are entitled to Freshman ranking.

All students entering for the first time must make a complete statement of all work done above the 8th grade, in order that they may be properly classified.

Diplomas granted by the best high schools are supposed to cover the work of our High School and entitle the student to Freshman ranking.

Students must complete the work of the term or make arrangements that are satisfactory to the professors before taking up the work of a subsequent term.

8.—Chapel Attendance

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

10.—Library and Reading Room

All students, including those of the High School, will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a

part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments.

11.—Diplomas

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special diplomas or certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission

(1) The required tuition fee must be paid.

(2) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matrons. They may, however, by special permission, room with relatives or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

13.—Time to Enter

The best time to enter is at the beginning of the term or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

EXPENSES

Tuition and room rent are payable by the term in advance. We are compelled to make this an invariable rule because the school depends largely upon its tuitions for support and every dollar is needed. Even when all tuition is paid we have to supplement our receipts by gifts from the friends of the school and this will be true until we can secure an adequate endowment.

Incidental Fee, $2.00 Per Term

This fee must be paid by all students. It is intended to cover the general wear and tear, breakage that can not be traced to any individual, use of library and reading room, including periodicals and study hall.

Late Entrance Fee

For all former students entering after the regular enrollment days, an extra fee of $1.00 will be charged.

HIGH SCHOOL

Tuition

Fall Term, Fourteen Weeks	$16.00
Winter Term, Eleven Weeks	12.00
Spring Term, Eleven Weeks	12.00

COLLEGE OF TEACHERS.

First three years of course, tuition same as in High School; fourth and fifth years of course, tuition same as in College of Liberal Arts.

COLLEGE OF LIBERAL ARTS

Tuition

Fall Term, Fourteen Weeks	$20.00
Winter Term, Eleven Weeks	15.00
Spring Term, Eleven Weeks	15.00

Laboratory Fees

Chemistry, per term	$2.00
Zoology, per term	1.00
Botany, per term	1.00

COLLEGE OF THE BIBLE

Special fee in lieu of tuition, per term $5.00

Note 1.—Special concessions to ministerial students in the matter of tuition are limited to four years. After that time expires, regular tuition will be charged.

Note 2.—Notes will be taken from ministerial students covering tuition minus the special fee. These will be cancelled if the student enters the ministry at the close of his college course and remains in the work for four consecutive years.

Note 3.—All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is $1.00, paid once a year.

Note 4.—Since free tuition is given to ministerial students the right is reserved to select such as are qualified and as are needed, to tutor certain classes in the University.

COLLEGE OF BUSINESS

Full Business or full shorthand course:

One month	$12.00
Three months	30.00
Six months	50.00
Nine months	75.00
Twelve months	90.00

In order to take advantage of the reduced rates for longer time than three months, all must be paid in advance.

COLLEGE OF MUSIC

Individual lessons, two half-hours per week.

Tuition, Fall Term, Fourteen Weeks:

Piano	24.00
Violin	24.00
Voice	24.00

Class lessons, two per week:

Piano, three in class, 15 minutes each	10.00
Voice, three in class, 15 minutes each	10.00

Harmony	8.00
Counterpoint	8.00
Ensemble Class	10.00
Interpretation	10.00
Sight-singing	2.00

Wind or string instruments at moderate prices, depending upon the instrument.

Use of Piano one hour per day $4.00

Tuition, Winter Term, Eleven Weeks:

Individual lessons, two half-hours per week:

Piano	$18.00
Violin	18.00
Voice	18.00
Sight-singing, two lessons per week	1.50

Class lessons, two per week:

Piano, three in class	8.00
Voice, three in class	8.00
Harmony	7.00
Ensemble	4.50
Interpretation	8.00
Pedagogy	8.00

Use of Piano one hour per day $3.00

Tuition, Spring Term, Eleven Weeks:

The same as for Winter term; see above.

Musical History free to all students taking the Combination Plan. The Combination Plan includes one private and one class lesson on Piano, and a class lesson in Harmony.

SCHOOL OF ORATORY

Tuition, Fall Term, Fourteen Weeks

Private lessons, two half-hours per week	$24.00
Special reading class, two lessons per week	5.00
Special class in Extemporaneous Oratory, one lesson per day	16.00
American Oratory, in class, two lessons per week	5.00

Tuition, Winter Term, Eleven Weeks

Private lessons, two half-hours per week $18.00
American Oratory, in class, two lessons per week 5.00
Special reading class, limited to ten, two periods per week 4.00
Special class in Extemporaneous Oratory, one period per day 12.00

Tuition, Spring Term, Eleven Weeks

Same as Winter term.

SCHOOL OF ART

Tuition, Fall Term, Fourteen Weeks

Individual lessons in all branches $20.00
In classes 10.00
Drawing classes, 3 hours per week 4.00

High School drawing classes, one hour per week, free to all students in High School.

Tuition, Winter or Spring Term, Eleven Weeks Each.

Individual lessons in all branches $15.00
In classes 8.00
Drawing classes, 3 hours per week 3.00

High School drawing classes, 1 hr. per week, free to High School students.

Diploma Fees

College of Liberal Arts $5.00
College of Music 5.00
College of Oratory 5.00
Training School for Nurses 5.00
College of Business 3.00
University High School 3.00
Certificates 2.00

Reductions

Students paying full tuition in the Special Colleges and Schools, Music, Business, Art or Oratory, may take one study in the College of Liberal Arts at $7.00 for fall term, or two studies for $14.00; Winter or Spring term, one study at $5.00, two studies at $10.00.

Students taking full work in two of the Special schools of Music, Art or Oratory, will receive 10 per cent discount on tuition of the special departments. Full work in the three Special schools, 20 per cent discount.

Two or more students from the same family, rooming and boarding in the University Dormitory, will receive 10 per cent. reduction on tuition, but no reduction on room or board. If one student is a young man and rooms outside the rule will apply.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount.

No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT

Rent of Room in Ladies' Hall; Two in a Room

Fall term	$20.00
Winter term	15.00
Spring term	15.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room-rent.

The above prices include heat, light and care of Lady Principal.

Board at Cost

It is the policy of Oklahoma Christian University to reduce the expenses of the student to the lowest possible point, consistent with good service and the circumsances of the school. Our aim is to make it possible for young people in limited "the rich and the poor meet together." To this end we have circumstances to secure an education. In the ideal University adopted the co-operative form of boarding.

We aim to give board at actual cost. During the year 1910- aim to keep the board at that price for the session of 1911-12, with the promise that the price will be reduced below that figure if cost of provisions will permit.

Supplies will be bought in large quantities, giving us the advantage of wholesale prices and cash discounts. In the near future we expect to have our college farm equipped and

stocked from which we expect to procure a large part of our dairy and poultry products as well as the greater part of our vegetables. We will keep on hand beeves and hogs and slaughter them as they are needed for the table.

Some Questions Concerning Expenses Often Asked

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and schoolroom stationary. Books and stationary are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be required to furnish their own sheets, pillow cases, blankets and one thick comfort, also towels and napkins. These as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Oklahoma Christian University than to a state school?

We believe a student who is willing to economize can go cheaper here than to the average state school. Our co-operative form of board saves more than the average cost of tuition and our students are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST

1.—Young Ladies Required to Room in Ladies' Hall

We require all young ladies from a distance to room in the Ladies' Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole

time to the care of the young ladies and when they leave the premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much instruction is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment, they are apt to get homesick.

3.—Visiting Home

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires but a short time.

4.—Spending Money

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend, the better off they are at school.

5.—Advantages for Self-Supporting Students

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to

school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1) The University Farm

Our Board has secured 160 acres of excellent farming land, a short distance from the college campus. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A number of students will be given a chance to work one or more hours per day, at a modest remuneration. This work has not yet been started but will be commenced as soon as the necessary funds can be secured. We hope to be able to do this by the opening of the next session or soon after.

Students who are compelled to work will be given the preference.

(2) Other Forms of Work

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands, monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

6.—Religious Advantages

(1) The Churches of Enid

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday school because of the large amount of valuable information to be gained.

(2) Student Volunteer Band

We believe that the University should inculcate the Missionary spirit. We have a number of young men and women

who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band."

(3) Mission Class

Under the direction of Prof. Marshall a mission class of over a hundred and fifty has been organized. This is, probably, the second largest class in the world. Great enthusiasm is manifested.

(4) Christian Associations

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A. The Y. W. C. A. and Y. M. C. A. have been organized. This work is undenominational in character . Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(5) Ministerial Association

A ministerial association has been formed composed of students preparing for the ministry. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7.—Athletics

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8.—The University Band

A large band will be organized during the coming year. New students who own instruments are requested to bring them when they enter the University next fall.

9.—Literary Societies

There are two Literary Societies, well organized, and both are doing efficient work: The Periclean, and the Delphian.

Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of the students, to promote college spirit and friendship, and to give practical experience in public speaking and general literary work. All students should join one of these societies.

10.—The Slate

A publication by and for the students of the University is published monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

11.—Expenses at a Minimum

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the fullest sense. To this end the expenses will be kept to the lowest possible point. Until the school is endowed tuition fees in all the schools and colleges except the Bible College must necessarily be charged, but they will be made as low as possible.

12.—Discipline

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in all the colleges and schools of the University are under the same general regulations.

13.—Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

14.—The Aristocracy of Merit

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the student's standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

15.—A Word to Teachers

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

16.—A Word to Parents

Often times parents, at the solicitation of their children, make requests of us that are very detrimental to the student's progress and standing.

(1) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to

the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

17.—A Word to Students

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE

(1) Endowment a Necessity

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

(2) Temporary Endowment

As a temporary expedient we have taken subscriptions for

current expenses to be paid in five annual installments. Upwards of $40,000 has been pledged for the support of the school while the permanent endowment is being secured. A number of churches in Northern and Western Oklahoma and Southern Kansas have been visited and canvassed by the President and others and the messengers have been received with open arms and great enthusiasm has been awakened. The pledging for the work in the churches visited was very generous; almost every one approached was ready to lend assistance.

(3) Permanent Endowment

The time has come when the permanent endowment of the school should be pushed as rapidly as possible. Things are now getting into shape for prosecution of the endowment work. Mr. R. A. Long, of Kansas City, has generously offered $25,000 on the first $100,000. We ought to secure this amount by the first of January, 1912, and we believe that this can be accomplished. We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid financial basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

We would be glad to name this institution for some great benevolent soul, who will place behind it a hundred thousand dollars as the beginning of an endowment and thus perpetuate his name as an example to the latest generation of men. We ask no one to endow a hope, or an aspiration, or a theory; but a solid, existing, concrete fact, one of the most potent, suggestive and encouraging that has come to pass in our history as a people. Oklahoma Christian University has made a phenomenal record. It has enrolled above three hundred and fifty students during its fourth year, and eighty-five of these are ministerial students. Perhaps, no school of like character has ever accomplished more in its first four years of history than has been accomplished by the University. What we need now is one or two men of means who will step to the front and challenge the brotherhood to place an ade-

quate endowment behind this institution by offering twenty-five or fifty thousand dollars on condition that a definite sum be raised within a given time.

(4) Help for Our Library.

We invite the attention of any friend of education who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men by making a liberal donation to the library fund of the school. It is hard to see how a few thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up. Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

Another opportunity lies in the line of scientific and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

What People of Large Means Can Do

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2) Adopt the library as your special work.

(3) Establish one or more of the laboratories.

(4) Build a gymnasium, and thus encourage physical development.

(5) Erect a building for the High School.

(6) Adopt the college farm as your special line of benevolence.

(7) Be one of fifty persons to give $100 per year for five years to equip and support the school.

What People of Limited Means Can Do.

(1) Give a small sum for permanent endowment.

(2) Give some of your time in some helpful form of work.

(3) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

What Preachers Can Do

(1) Encourage your church to make an annual subscription to the work.

(2) Urge your church to observe educational day every year; preach a sermon on education.

(3) Send your young people to the school.

(4) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5) Distribute the literature that may be sent to you from time to time.

(6) Send in lists of names of prospective students.

(7) Use your influence to induce the young people of your acquaintance to attend the school.

(8) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us: Yea, the work of our hands establish Thou it."

Quadrennial Register of Alumni

BACHELOR OF DIVINITY
June, 1911

Frank K. Hargrove, Minister ..... Hobart, Oklahoma

MASTER OF ARTS
June, 1909

Lora Wheaton Garrison, Instructor, Girls' Industrial School, ... Chickasha, Oklahoma
Mart Gary Smith, Minister ..... Des Moines, Iowa

June, 1910

Frank K. Hargrove (see above) ..... Hobart, Oklahoma
Elmer Schenk, Minister, ... Coldwater, Kansas
Claude C. Taylor, Instructor, Old Testament Literature, ... Oklahoma Christian University

June, 1911

Tom W. Anderson, Supt. Public Schools, Hennessey, Oklahoma
Edson D. Price, Principal McKinley School, ... Enid, Oklahoma
Edward Ayers Taylor, Principal, Kenwood School, Enid, Okla.
James W. Tyler,... Principal Garfield School, Enid, Oklahoma

BACHELOR OF ARTS
June, 1908

Lora Wheaton Garrison (see above) .... Chickasha, Oklahoma

June, 1909

Frank K. Hargrove (see above) ..... Hobart, Oklahoma
Orville Hodge, Minister, ... Marionville, Missouri
William L. LeMay, Minister ..... Anthony, Kansas
Elmer W. Schenk, (see above) ..... Coldwater, Kansas
William L. E. Shane, Minister, ... Kingman, Kansas
Claude C. Taylor, (see above) ..... Enid, Oklahoma
Elmer Underwood, Minister ..... Chapin, Illinois

June, 1910

John F. Anderson, Principal Jefferson School, Enid, Oklahoma
Walter S. Roberts, Jr., Minister ..... Pauls Valley, Oklahoma
Andrew G. Smith, Instructor in English, ...
..... Oklahoma Christian University
James W. Tyler (see above) ..... Enid, Oklahoma

June, 1911

Tom W. Anderson (see above) ..... Hennessey, Oklahoma
Herschel V. Davis, Minister ..... Enid, Oklahoma
Charles H. Funk, Minister, ... Oklahoma City, Oklahoma
James H. Ganoe, ... Boone, Iowa
Edson D. Price (see above) ..... Enid, Oklahoma
Walter G. Scates, Minister ..... Enid, Oklahoma
Lloyd E. Snapp, Minister ..... Enid, Oklahoma
Elbert A. Taylor, Minister ..... Enid, Oklahoma
Edward Ayers Taylor, (see above) ..... Enid, Oklahoma
George W. Woodard, Minister, ... Enid, Oklahoma
Malcomb B. Yewell, Minister ..... Enid, Oklahoma

TEACHERS' COLLEGE

June, 1908

Bessie E. Brown ..... Oklahoma

June, 1909

Chancy Anderson ..... Oklahoma
Eva Gailey ..... Oklahoma

June, 1911

Rosabel Henson ..... Oklahoma
Hallie E. Smith ..... Oklahoma
Hazel Smith ..... Oklahoma

SCHOOL OF CHURCH WORKERS

June, 1911

Mabel Clare Fry ..... Oklahoma

UNIVERSITY HIGH SCHOOL

June, 1908

James A. Ingraham ..... Oklahoma
Craig Schwartz ..... New Mexico

June, 1909

Artie Lee Charlton ..... Oklahoma
Ettie E. Charlton ..... Oklahoma
Elizabeth Morgan Gibbons ..... Kentucky
Ralph W. Legg ..... Oklahoma
Flora Stevens Williams ..... Kansas
Chester Arthur Wolfe ..... Oklahoma

June, 1910

Opal Blakeslee ..... Oklahoma
Cassie Brisbee ..... Oklahoma
Hazel D. Edwards ..... Texas
Bonnie K. Goode ..... Oklahoma
Rolly O. Hite ..... Oklahoma
Guida L. Isbell ..... Oklahoma
D. D. Layton ..... Oklahoma
Ella N. Miller ..... Oklahoma
Effie M. Payne ..... Oklahoma
Ella Payne ..... Oklahoma
Guy E. Pitts ..... Oklahoma
Melvia E. Vanderwork ..... Oklahoma

June, 1911

Lloyd M. Allen ..... Oklahoma
Samuel H. Barley ..... Oklahoma
Zollie Estill ..... Oklahoma
Rosabel Henson ..... Oklahoma
Mary H. Hutchison ..... Oklahoma
Lyman L. Lovell ..... Oklahoma
Elma M. Marshall ..... Oklahoma
Emmett W. Patterson ..... Oklahoma
Elsie I. Shoemaker ..... Oklahoma
L. Roy Smith ..... Oklahoma
Claude A. Stanton ..... Ohio
Hugh H. Wilson ..... Missouri
LeRoy Wise ..... Missouri

COLLEGE OF BUSINESS

June, 1908

Edith Coker	Oklahoma
Maud Davis	Oklahoma
Bessie Gordon	Oklahoma
Fay Gordon	Oklahoma
Ira Gordon	Oklahoma
Tommie Lassiter	Texas
Howard Shermon	Oklahoma
Roy Thompson	Oklahoma
Elmer Trower	Oklahoma
Opal Wright	Oklahoma

June, 1909

Carl E. Calloway	Oklahoma
Edith Coker	Oklahoma
Noda Eby	Oklahoma
Georgia L. Hobson	Missouri
Fred S. Holmes	Oklahoma
Rosa M. Imlay	Oklahoma
James B. Kowalski	Oklahoma
Walter C. Prater	Texas
Charles H. Reser	Oklahoma
Edwin H. Shockley	Oklahoma
Edgar Smith	Oklahoma
Roscoe Spalding	Oklahoma
Harrison Stebbins	Oklahoma

June, 1910

Wm. Harry Allen	Oklahoma
Noda Eby	Oklahoma
George Ent	Oklahoma
Will Frantz	Oklahoma
F. Ellis Gasaway	Oklahoma
Willie Hawthorne	Oklahoma
Jane Lawrence	Oklahoma
Maria Martin	Oklahoma
Winifred Martin	Oklahoma

Arnold Miller ..... Oklahoma
Bertha Needham ..... Oklahoma
Elsie Needham ..... Oklahoma
Charlie Reser ..... Oklahoma
Enos Shaw ..... Oklahoma
Edwin Shockley ..... Oklahoma
Luther Smith ..... Nebraska
Verlee Smith ..... Oklahoma
Elsie Stebbins ..... Oklahoma
Harrison Stebbins ..... Oklahoma
Walter Walker ..... Oklahoma
Guy Ward ..... Oklahoma
Ernest Wheeler ..... Oklahoma

June, 1911

Fon Belt ..... Oklahoma
Leo Orville Chatt ..... Oklahoma
Austin C. Cleveland ..... Oklahoma
Agatha Hanson ..... Oklahoma
Rolla Hoberecht ..... Oklahoma
Hazel Smith ..... Oklahoma

COLLEGE OF MUSIC

Piano

June, 1909

Bessie E. Brown ..... Oklahoma

June 1910

Bessie E. Brown (Artist's Diploma) ..... Oklahoma
Ada Bernheisel ..... Oklahoma
Pearl L. Faurote ..... Oklahoma
Beatrice Wheeler ..... Oklahoma

June, 1911

Inez R. Ewing ..... Oklahoma
Hazel M. Fink ..... Oklahoma
George F. Hooker ..... Oklahoma
Ina Logan ..... Oklahoma

Laura I. Light ..... Oklahoma
Rhea L. McKee ..... Oklahoma
Irma M. McMillan ..... Oklahoma
K. Temple Palmer ..... Texas
M. Bernice Stebbins ..... Oklahoma

Voice

June, 1909

S. Ward Hutton ..... Colorado

June, 1911

Ellen Carrier ..... Oklahoma

Violin

June, 1908

Claudia Zollars Page ..... Ohio

COLLEGE OF ORATORY, EXPRESSION AND DRAMATIC ART.

June, 1909

Perrill E. Munch ..... Oklahoma

June, 1911

J. Quincy Biggs ..... Missouri
Mary E. Streeter ..... Oklahoma
Letha F. Watson ..... Oklahoma

SCHOOL OF FINE ART

June, 1909

Hester Mabel Rude ..... Oklahoma

TRAINING SCHOOL OF THE UNIVERSITY HOSPITAL

June 1910

Georgia E. Neff ..... Oklahoma
Ida M. Stainer ..... Oklahoma

June, 1911

Vina E. Bockhoven ..... Oklahoma
Anna May Lindell ..... Oklahoma
Nellie A. Murdoch ..... Oklahoma

Register of Students

Graduate Students

Anderson, Tom W. (A. B., Oklahoma Christian University, '11) Oklahoma
Anderson, John F. (A. B. Oklahoma Christian University, '10) Oklahoma
Price, Edson D. (A. B. Oklahoma Christian University, '11.) Oklahoma
Taylor, Edward Ayers (A.B. Oklahoma Christian University, '11) Nebraska
Tyler, James W., (A. B. Oklahoma Christian University, '10) Nebraska

Candidates for the Degree A. B.

Anderson, Tom W. ..... Oklahoma
Davis, Herschel V. ..... Illoinois
Funk, Chas. Hume ..... Louisiana
Ganoe, James Harry ..... Iowa
Price, Edson D. ..... Oklahoma
Scates, Walter G. ..... Missouri
Snapp, Lloyd E. ..... Kansas
Taylor, Edward Ayers ..... Nebraska
Taylor, Elbert Allen ..... Missouri
Woodard, George W. ..... Illinois
Yewell, Malcomb B. ..... Kentucky

College of Liberal Arts

Arthur J. Aikins ..... Oklahoma
W. Harry Allen ..... Oklahoma
John F. Anderson ..... Oklahoma
Tom W. Anderson ..... Oklahoma
Roy Athey ..... Oklahoma
Everett Babb ..... Missouri
Ralph S. Baker ..... Arkansas
Frank H. Beardsley ..... Illinois

J. Quincy Biggs ..... Missouri
Della Braden ..... Oklahoma
William F. Bruce ..... Kansas
Charles A. Burkhart ..... Missouri
O. P. Burris ..... Oklahoma
Forrest E. Bush ..... Kansas
Melissa Burt ..... Oklahoma
Lulu Caddell ..... Oklahoma
Artie Charlton ..... Oklahoma
Roy E. Curtis ..... Oklahoma
Logan L. Danely ..... Oklahoma
Herschel V. Davis ..... Oklahoma
Emmitt Davison ..... Missouri
Lydia Doebbeling ..... Oklahoma
Nellie Dotson ..... Oklahoma
Evert Edwards ..... Oklahoma
Charles H. Funk ..... Louisiana
James H. Ganoe ..... Iowa
John E. Gorton ..... Oklahoma
Agatha Hanson ..... Oklahoma
Worth D. Griffin ..... Indiana
John H. Harmon ..... Oklahoma
Russell Harp ..... Missouri
Orville Hawkins ..... Illinois
Oscar B. Heck ..... Oklahoma
Agnes F. Henderson ..... Oklahoma
Carl G. Hibbs ..... Colorado
Rolly Hite ..... Oklahoma
Nelle F. Horne ..... Oklahoma
Alvin E. Hottell ..... Kansas
W. Arthur Howard ..... Australia
Mary H. Hutchison ..... Oklahoma
Marquis James ..... Oklahoma
John C. Lappin ..... Illinois
Frank H. Lash ..... Oklahoma
D. D. Layton ..... Oklahoma
Ralph W. Legg ..... Oklahoma
Kent H. Lott ..... Oklahoma
Lyman L. Lovell ..... Oklahoma

Eric R. Lyon ..... Oklahoma
John P. Martin ..... Kansas
Bertha E. McCafferty ..... Oklahoma
Ethel L. McCafferty ..... Oklahoma
M. M. Mitchum ..... Missouri
John A. Nelson ..... Missouri
Ralph W. Nelson ..... Kansas
Temple Palmer ..... Texas
Emmett W. Patterson ..... Oklahoma
Elsa Pochel ..... Oklahoma
Guy E. Pitts ..... Oklahoma
Edson D. Price ..... Oklahoma
Stanton A. Ralston ..... Kansas
Earl T. Ross ..... Oklahoma
Walter G. Scates ..... Oklahoma
Edwin H. Shockley ..... Oklahoma
Lloyd E. Snapp ..... Kansas
Hallie E. Smith ..... Oklahoma
L. Roy Smith ..... Oklahoma
Ronald V. Smith ..... Oklahoma
Claude A. Stanton ..... Ohio
Robert R. Stebbins ..... Oklahoma
William T. Swain ..... Oklahoma
Elbert A. Taylor ..... Missouri
Edward Ayers Taylor ..... Nebraska
Paul E. Thal ..... Illinois
Stella Tremaine ..... Kansas
James H. Tyler ..... Oklahoma
John Umphries ..... Missouri
Ardra Walker ..... Missouri
Adelbert Wallace ..... Oklahoma
Minnie Wickmiller ..... Oklahoma
Hugh H. Wilson ..... Missouri
Geo. W. Woodard ..... Illinois
Harry M. Woods ..... Oklahoma
J. Stanley Wright ..... Ohio
Malcolm B. Yewell ..... Kentucky

COLLEGE OF THE BIBLE

Arthur J. Aikins ..... Oklahoma

Everett Babb ..... Missouri
Samuel H. Barley ..... Oklahoma
Frank H. Beardsley ..... Illinois
J. Quincy Biggs ..... Missouri
Zona A. Biggs ..... Missouri
Amanda Brasel ..... Illinois
Marion Brinker ..... Oklahoma
William F. Bruce ..... Kansas
John Bubolz ..... Canada
Chas. A. Burkhart ..... Missouri
Fannie Burris ..... Oklahoma
O. P. Burris ..... Oklahoma
Allen Cagle ..... Oklahoma
Geo. P. Clark ..... Kansas
Ernest W. Cole ..... Oklahoma
Grace Crew ..... Oklahoma
James W. Crew ..... Oklahoma
Lena B. Davis ..... Oklahoma
Herschel V. Davis ..... Oklahoma
Emmitt Davison ..... Missouri
Lydia Doebbeling ..... Oklahoma
Evert Edwards ..... Missouri
Mabel E. Fry ..... Missouri
Charles H. Funk ..... Louisiana
Ernest Garlick ..... Oklahoma
James A. Gibble ..... Oklahoma
Byron A. Ginter ..... Oklahoma
Fred N. Goff ..... Arkansas
John E. Gorton ..... Oklahoma
Frank K. Hargrove ..... Missouri
John H. Harmon ..... Oklahoma
Russell Harp ..... Missouri
Orville Hawkins ..... Illinois
Oscar Hawkins ..... Illinois
Agnes F. Henderson ..... Oklahoma
Carl G. Hibbs ..... Colorado
W. Arthur Howard ..... Australia
Mary H. Hutchison ..... Oklahoma
Minnie Ingold ..... Oklahoma

Hallie Jeffries	Oklahoma
Paul V. Jeffries	Oklahoma
Clifford B. James	Oklahoma
William W. Jewell	Kansas
Edson A. Jewett	Kansas
John C. Lappin	Illinois
V. Pearl Lappin	Illinois
Frank H. Lash	Oklahoma
Ralph W. Legg	Oklahoma
Kent H. Lott	Oklahoma
Geo. M. Martin	Oklahoma
John Martyn	Kansas
Thomas J. Meece	Kansas
Gilbert Middleton	Kansas
M. M. Mitchum	Missouri
Nora Mitchum	Missouri
Justin Needham	Oklahoma
John Nelson	Oklahoma
Ralph W. Nelson	Kansas
George O. Newcomb	Texas
Stanton A. Ralston	Kansas
William S. Rehorn	Oklahoma
Lant L. Roberts	Missouri
Fred Rowe	Illinois
Archie G. Sater	Oklahoma
Walter G. Scates	Oklahoma
Otis E. Sherwood	Kansas
Charles J. Smith	Oklahoma
L. Roy Smith	Oklahoma
Lloyd E. Snapp	Kansas
William T. Swain	Oklahoma
Elbert A. Taylor	Missouri
Paul E. Thal	Illinois
William H. Toburen	Nebraska
John W. Umphries	Missouri
Sadie Umphries	Missouri
Ardra Walker	Missouri
Frank A. Wellman	Colorado
Jess L. Wilson	Oklahoma

LeRoy Wise ..... Missouri
John Y. B. Wood ..... Missouri
Bertha Woodard ..... Illinois
George Woodard ..... Illinois
Harry Woods ..... Oklahoma
Malcolm B. Yewell ..... Kentucky

UNIVERSITY HIGH SCHOOL

Hazel Antrobus ..... Oklahoma
Lloyd M. Allen ..... Oklahoma
Everett Babb ..... Missouri
Samuel H. Barley ..... Oklahoma
Aeneid Barnes ..... Oklahoma
Frank A. Beardsley ..... Illinois
Helen Beeley ..... Oklahoma
Ralph Beeley ..... Oklahoma
James Brigham ..... Oklahoma
Marion Brinker ..... Oklahoma
John Bubolz ..... Canada
O. P. Burris ..... Oklahoma
Lulu Caddell ..... Oklahoma
Allen Cagle ..... Oklahoma
Maple Calloway ..... Oklahoma
Pearl Chapman ..... Oklahoma
John I. Charlton ..... Oklahoma
Pearl Chatt ..... Oklahoma
Geo. P. Clark ..... Kansas
Maude Cleveland ..... Oklahoma
Ernest W. Cole ..... Oklahoma
James T. Cooley ..... Oklahoma
Grace Crew ..... Oklahoma
James Crew ..... Oklahoma
Gertrude Curtis ..... Oklahoma
Beula Dawson ..... Missouri
Leonard Decker ..... Oklahoma
John O. Diemer ..... Missouri
Helen Donald ..... Oklahoma
Nellie Dotson ..... Oklahoma
Chas. C. Engle ..... Oklahoma

Zollie Estill	Oklahoma
Edna M. Ewing	Oklahoma
Beryl Faubion	Oklahoma
John Francis	Oklahoma
John J. Funk	Oklahoma
Fenton P. Geeslin	Oklahoma
James B. Gibble	Oklahoma
Byron A. Ginter	Oklahoma
John H. Harmon	Oklahoma
Bessie Hayen	Oklahoma
Harry Hayen	Oklahoma
Everett Hays	Oklahoma
Oscar Hawkins	Illinois
Rosabel Henson	Oklahoma
Rhea O. Holland	Oklahoma
Alvin E. Hottell	Kansas
Gussie Huett	Oklahoma
Clifford B. James	Oklahoma
Paul V. Jeffries	Oklahoma
William W. Jewell	Kansas
Edson A. Jewett	Oklahoma
Clinton Johnson	Oklahoma
Harry T. Keck	Oklahoma
Mary Kline	Oklahoma
Byron Layton	Oklahoma
Edward O. Lively	Oklahoma
Henry T. Lively	Oklahoma
M. Agnes Logue	Oklahoma
Lyman Lovell	Oklahoma
Elma M. Marshall	Minnesota
Harry G. Martin	Oklahoma
Emma Mayberry	Kansas
Elva McCarty	Oklahoma
Harry McCarty	Oklahoma
Loraine McCaughey	Oklahoma
Alfred Merscher	Oklahoma
Gilbert Middleton	Kansas
Thomas G. Meece	Oklahoma
George Moore	Oklahoma

William S. Mount ..... Oklahoma
Harry Musser ..... Oklahoma
William Musser ..... Oklahoma
Jesse L. Myers ..... Oklahoma
Justin Needham ..... Oklahoma
George O. Newcomb ..... Texas
Clyde L. Payne ..... Oklahoma
Edward W. Patterson ..... Oklahoma
Claude Peavey ..... Oklahoma
Vachel Pool ..... Oklahoma
Rosa Reiter ..... Ohio
Earl Rice ..... Oklahoma
Iva R. Roberts ..... Oklahoma
Gladys A. Robinson ..... Oklahoma
Nellie M. Rose ..... Oklahoma
Archie G. Sater ..... Oklahoma
Elsie I. Shoemaker ..... Oklahoma
Florence Slaughter ..... Oklahoma
Otis E. Sherwood ..... Kansas
Charles J. Smith ..... Oklahoma
Hallie E. Smith ..... Oklahoma
Hazel Smith ..... Oklahoma
Ila G. Smith ..... Oklahoma
L. Roy Smith ..... Oklahoma
Maudlee Smith ..... Kansas
Roland V. Smith ..... Oklahoma
Claude A. Stanton ..... Ohio
Matie Shipherd ..... Oklahoma
John Sweeney ..... Oklahoma
J. Earl Tarr ..... Oklahoma
Paul E. Thal ..... Oklahoma
Grace Waggoner ..... Oklahoma
Ardra Walker ..... Missouri
Chloe Ward ..... Oklahoma
Agnes Warnaca ..... Oklahoma
Albert Warnaca ..... Oklahoma
Ivan Wheeler ..... Oklahoma
John N. White ..... Oklahoma
Lucile Williams ..... Oklahoma

Hugh H. Wilson ..... Missouri
Jess L. Wilson ..... Oklahoma
LeRoy Wise ..... Missouri
LeRoy Wolfe ..... Oklahoma
Florence Yeoman ..... Oklahoma
Earl Young ..... Oklahoma
Maida A. Young ..... Oklahoma

COLLEGE OF BUSINESS

Roy Athey ..... Oklahoma
Charles E. Baker ..... Oklahoma
Edward C. Bellatti ..... Oklahoma
Paul C. Bellatti ..... Oklahoma
Fon Belt ..... Oklahoma
Stella Blakeslee ..... Oklahoma
Harry J. Bowman ..... Oklahoma
Orville Chatt ..... Oklahoma
Austin C. Cleveland ..... Oklahoma
Clyde Compton ..... Oklahoma
Ora Compton ..... Oklahoma
Harry Davis ..... Oklahoma
Myrtle Davis ..... Oklahoma
Roy E. Dobson ..... Oklahoma
Helen Donald ..... Oklahoma
Harlie H. Duncan ..... Oklahoma
Mabel C. Fry ..... Oklahoma
Elmer Gamble ..... Missouri
Minnie A. Greene ..... Oklahoma
Cecil Griffith ..... Kansas
Agatha Hanson ..... Oklahoma
Bessie Hayen ..... Oklahoma
Rolla Hoberecht ..... Oklahoma
Gussie Huett ..... Oklahoma
Buford Kratz ..... Oklahoma
May Lalicker ..... Oklahoma
Garl Legg ..... Oklahoma
Elva McCarty ..... Oklahoma
Loraine McCaughey ..... Oklahoma
Roy McQuilkin ..... Oklahoma

Frank Messall ..... Oklahoma
Elwood C. Myers ..... Oklahoma
Josephine Neal ..... Oklahoma
J. Clyde Prater ..... Texas
Elmer M. Sample ..... Missouri
Edna Seeley ..... Oklahoma
James Ross Simpson ..... Oklahoma
Florence Slaughter ..... Oklahoma
Hallie E. Smith ..... Oklahoma
Hazel Smith ..... Oklahoma
L. Roy Smith ..... Oklahoma
Verlee Smith ..... Oklahoma
Ruby Snyder ..... Texas
Zema Stambaugh ..... Oklahoma
John Sweeney ..... Oklahoma
Edwin Teske ..... Oklahoma
Lula Thomas ..... Oklahoma
Albert Warnaca ..... Oklahoma
Arthur Whitaker ..... Oklahoma
Jim Wright ..... Oklahoma

COLLEGE OF MUSIC

Edna M. Ahsmuhs ..... Oklahoma
Eva Alexander ..... Oklahoma
Hazel Atrobus ..... Oklahoma
Mildred K. Bailey ..... Oklahoma
Lillian Bass ..... Oklahoma
Belle Bauermeister ..... Oklahoma
Frank Beardsley ..... Illinois
Helen Beeley ..... Oklahoma
Josie Beeley ..... Oklahoma
Philip Benton ..... Oklahoma
Ada Bernheisel ..... Oklahoma
Nema Botts ..... Oklahoma
Amanda Brasel ..... Illinois
Ada Mae Brown ..... Oklahoma
William F. Bruce ..... Kansas
Fannie Burris ..... Oklahama
Ellen Carrier ..... Oklahoma
Cyrillka Chapek ..... Oklahoma

Artie Charlton ..... Oklahoma
Ettie Charlton ..... Oklahoma
Orville Chatt ..... Oklahoma
L. Verne Clarke ..... Ohio
Maude Cleveland ..... Oklahoma
Luzella Cochrun ..... Oklahoma
Ernest W. Cole ..... Oklahoma
Gertrude Davis ..... Oklahoma
Lena B. Davis ..... Oklahoma
Myrtle Davis ..... Oklahoma
Adah Dawson ..... Oklahoma
Beula Dawson ..... Missouri
Euna Dickinsheets ..... Oklahoma
Evert Edwards ..... Oklahoma
Charles C. Engle ..... Oklahoma
Frances Evans ..... Oklahoma
R. Secoy Evans ..... Oklahoma
Valaria Evans ..... Oklahoma
Zollie Estill ..... Oklahoma
Inez Ewing ..... Oklahoma
Muriel Faubion ..... Oklahoma
Pearl Faurote ..... Oklahoma
Hazel Fink ..... Oklahoma
Edythe Fishbaugh ..... Oklahoma
Pauline Fleming ..... Oklahoma
Charles H. Funk ..... Louisiana
Mabel Clare Fry ..... Oklahoma
Charles Ganoe ..... Iowa
James Ganoe ..... Iowa
Ernest Garlick ..... Oklahoma
Byron A. Ginter ..... Oklahoma
Arta C. Goff ..... Oklahoma
Charlie Gorton ..... Oklahoma
Ruth Hamm ..... Oklahoma
Etha Hammer ..... Oklahoma
Agatha Hanson ..... Oklahoma
Ralph Harp ..... Oklahoma
Oscar Hawkins ..... Illinois
Bessie Hayen ..... Oklahoma

Harry Hayen	Oklahoma
Irene Hayden	Oklahoma
Bessie Henderson	Oklahoma
George Hooker	Oklahoma
Mary Hutchison	Oklahoma
Nannie Ingold	Oklahoma
Hallie Jeffries	Oklahoma
William W. Jewell	Kansas
Edson A. Jewitt	Kansas
Carrie Johnson	Kansas
Nelle Jones	Kansas
Mary Keck	Kansas
Mrs. Richard Kennedy	Kansas
Sadie Kester	Kansas
Martha Kingsley	Kansas
Ina Logan	Kansas
Elma M. Marshall	Minnesota
Roy Martin	Oklahoma
John P. Martyn	Kansas
Stella May	Oklahoma
Emma Mayberry	Kansas
Ruth Mayberry	Oklahoma
Bertha McCafferty	Oklahoma
Loraine McCaughey	Oklahoma
Rhea McKee	Oklahoma
Irma McMillan	Oklahoma
Gilbert Middleton	Kansas
Nora Mitchum	Missouri
George Moore	Oklahoma
Ralph W. Nelson	Kansas
Temple Palmer	Texas
Mary Parker	Oklahoma
Henry R. Poetker	Oklahoma
Flo A. Popham	Kentucky
Helen Purmort	Oklahoma
Mary Purmort	Oklahoma
Stanton A. Ralston	Kansas
Faye Reinmouth	Oklahoma

Rosa Reiter ..... Ohio
Gladys Robinson ..... Oklahoma
Minnie Root ..... Oklahoma
Nellie Rose ..... Oklahoma
Earl T. Ross ..... Oklahoma
Nelson Sale ..... Oklahoma
Frank Schraeder ..... Oklahoma
Audrey Sexton ..... Oklahoma
Mary Simons ..... Oklahoma
Florence Slaughter ..... Oklahoma
Eli H. Smith ..... Oklahoma
Hallie Smith ..... Oklahoma
Ila Smith ..... Oklahoma
Maudlee Smith ..... Kansas
Paul Smith ..... Oklahoma
L. Roy Smith ..... Oklahoma
Verlee Smith ..... Oklahoma
Lela Snapp ..... Kansas
Lloyd Snapp ..... Kansas
Edna Spangler ..... Kansas
Eva Stambaugh ..... Oklahoma
Bernice Stebbins ..... Oklahoma
Cecyle M. Swank ..... Oklahoma
Maurice Taylor ..... Oklahoma
Nina Taylor ..... Oklahoma
Edwin Teske ..... Oklahoma
Stella Tremaine ..... Kansas
Orva Tucker ..... Kansas
May Urban ..... Oklahoma
Cleo Vest ..... Oklahoma
Agnes Warnaca ..... Oklahoma
Ethel M. Warren ..... Oklahoma
Lenore Whitmire ..... Oklahoma
Lucile Williams ..... Oklahoma
Junia Williams ..... Oklahoma
J. Y. B. Wood ..... Missouri
Bertha Woodard ..... Illinois
Mebel Wright ..... Kansas
J. Stanley Wright ..... Ohio

Malcolm Yewell ..... Kentucky

COLLEGE OF ORATORY, EXPRESSION AND DRAMATIC ART.

Hazel Antrobus ..... Oklahoma
Rebecca Beach ..... Oklahoma
Myrtle Blanchard ..... Nebraska
J. Q. Biggs ..... Missouri
Zona Biggs ..... Missouri
Forrest Bush ..... Kansas
Elma Champeny ..... Kansas
L. Verne Clarke ..... Ohio
Sybil Clover ..... Oklahoma
Pearl Danely ..... Oklahoma
Helen Donald ..... Oklahoma
Myrtle Edwards ..... Oklahoma
Altha Gilliland ..... Oklahoma
Marguerite Hamm ..... Oklahoma
Ruth Hamm ..... Oklahoma
Agatha Hanson ..... Oklahoma
Rosabel Henson ..... Oklahoma
Louise K. Hoffman ..... Oklahoma
Mary Hutchison ..... Oklahoma
Lena P. Hynek ..... Oklahoma
Adalaide Johnson ..... Oklahoma
Mary Ann Kennedy ..... Oklahoma
Frak H. Lash ..... Oklahoma
(Mrs.) C. Marshall ..... Oklahoma
John P. Martyn ..... Kansas
Loraine McCaughey ..... Oklahoma
Zella McChristy ..... Oklahoma
William Musser ..... Oklahoma
Mary Parker ..... Oklahoma
Mary Purmort ..... Oklahoma
Stanton A. Ralston ..... Kansas
Nellie Rose ..... Oklahoma
Earl T. Ross ..... Oklahoma
Josephine Scarff ..... Oklahoma
Walter G. Scates ..... Oklahoma
Emma C. Shaw ..... Oklahoma

Hallie Smith ..... Oklahoma
Edna M. Spangler ..... Kansas
Essie Stambaugh ..... Oklahoma
Zema Stambaugh ..... Oklahoma
Mary E. Streeter ..... Oklahoma
Jeniveve Strickler ..... Oklahoma
Grace Vandiver ..... Oklahoma
Letha Watson ..... Oklahoma
Minnie Wickmiller ..... Oklahoma
Junia Williams ..... Oklahoma
Lenore Whitmire ..... Oklahoma
Malcomb B. Yewell ..... Kentucky

SCHOOL OF FINE ART

Lloyd M. Allen ..... Oklahoma
Walter E. Alexander ..... Oklahoma
Charles E. Baker ..... Oklahoma
Aeneid Barnes ..... Oklahoma
Rebecca Beach ..... Oklahoma
Helen Beeley ..... Oklahoma
Myrtle Blanchard ..... Nebraska
James Brigham ..... Oklahoma
William F. Bruce ..... Kansas
Allen Cagle ..... Oklahoma
Elma Champeny ..... Kansas
John Charlton ..... Oklahoma
James F. Cooley ..... Oklahoma
Gertrude Curtis ..... Oklahoma
Charles C. Engle ..... Oklahoma
Leila M. Gray ..... Oklahoma
Byron A. Ginter ..... Oklahoma
Worth D. Griffin ..... Indiana
Harry S. Hastings ..... Colorado
Bessie Hayen ..... Oklahoma
Everett Hays ..... Oklahoma
Maggie Helmick ..... Oklahoma
Rosabel Henson ..... Oklahoma
Mary Hutchison ..... Oklahoma
Lillian P. Jackson ..... Kansas

Elma M. Marshall ..... Minnesota
Harry G. Martin ..... Oklahoma
Mrs. Patrick McIntire ..... Oklahoma
William S. Mount ..... Oklahoma
William Musser ..... Oklahoma
Elsa Pochel ..... Oklahoma
Jay Ratliffe ..... Oklahoma
Hallie E. Smith ..... Oklahoma
Hazel Smith ..... Oklahoma
Maudlee Smith ..... Kansas
Ronald Smith ..... Oklahoma
Zema Stambaugh ..... Oklahoma
Claude Stanton ..... Ohio
Agnes Warnaca ..... Oklahoma
Corinne Webb ..... Oklahoma
Edna M. Willitt ..... Oklahoma
Hugh H. Wilson ..... Missouri
Blanche E. Wright ..... Kansas
Maida Young ..... Oklahoma

UNIVERSITY HOSPITAL AND TRAINING SCHOOL.

Vina E. Bockoven ..... Oklahoma
Darthulia Duel ..... Oklahoma
Anna M. Lindell ..... Oklahoma
Daisy Meacham ..... Illinois
Nellie A. Murdoch ..... Oklahoma
Delvita Walthall ..... Oklahoma
Lorinda Wildgrube ..... Oklahoma

SUMMARY.

Graduate Students 5
College of Liberal Arts 84
*College of the Bible 85
University High School 116
College of Business 50
College of Music 137
School of Oratory and Expression 48
School of Art 44
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Total Number of Matriculates 576
Total Number of Different Students 356

*Including only those preparing to serve the Churches.

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OF THE
UNIVERSITY OF ILLINOIS

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Enid, Oklahoma

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JUNE.

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AUGUST.

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UNIVERSITY OF ILLINOIS.

Catalogue

of

Oklahoma Christian University

Enid, Oklahoma

1911-12

GIVING

BOARD OF TRUSTEES, FACULTY, INFORMATION CONCERNING
THE VARIOUS COLLEGES AND SCHOOLS OF THE
UNIVERSITY, WITH THE ANNOUNCEMENTS
FOR THE SESSION OF 1912-13

COREY PRINTING CO. ENID, OKLA.

CALENDAR

SEPTEMBER, 1912, TO JUNE, 1913.

FIRST SEMESTER.

First Semester Opens ----------Tuesday, Sept. 10, 1912
Enrollment and Classification
Tuesday and Wednesday, Sept. 10 and 11, 1912
Convocation Sermon----------Sunday, Sept. 15, 1912
Reception for Students ----------Monday, Oct. 7, 1912
Faculty Recital ----------Friday, Oct. 18, 1912
Thanksgiving Holiday ----------Thursday, Nov. 21, 1912
Recital, School of Oratory-------- Thursday, Nov. 21, 1912
Recital, School of Music ---------- Monday, Dec. 9, 1912
Christmas Holiday
Saturday, Dec. 21, 1912, to Monday, Jan. 6, 1912
Reception for Students ----------Monday, Jan. 13, 1913
Semi-annual Examinations
Thursday and Friday, Jan. 23, 24, 1913
Fist Semester Ends----------Friday, Jan. 24, 1913

SECOND TERM.

Second Semester Opens ----------Tuesday, Jan. 28, 1913
Enrollment and Classification ----- Tuesday, Jan. 28, 1913
Celebration of Washington's Birthday and
Oratorical Contest, Saturday, Feb. 22, 1913
Students Recital, School of Music---Monday, April 7, 1913
Baccalaureate Sermon----------Sunday, May 25, 1913
Oratorical Contest----------Monday p. m., May 26, 1913
Art Reception------Tuesday Afternoon, 2-5, May 27, 1913
Commencement, University High School
Tuesday p. m., May 27, 1913
Field Day Exercises Wednesday Afternoon, 2-5, May 28, 1913
Commencement, School of Fine Arts
Wednesday p. m., May 28, 1913
Senior Class Exercises------Thursday a. m., May 29, 1913
Alumni Luncheon----------Thursday 12 m., May 29, 1913
Commencement, College of Liberal Arts, and
Bible School, Thursday p. m., May 29, 1913

BOARD OF TRUSTEES

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J. N. HAYMAKER ---------- Wichita, Kansas
DICK T. MORGAN ---------- Woodward, Oklahoma
G. F. SOUTHARD ---------- Enid, Oklahoma
J. A. TAYLOR ---------- Enid, Oklahoma
W. J. WRIGHT ---------- Enid, Oklahoma
O. D. HALSELL ---------- Oklahoma City, Oklahoma
O. N. ROTH ---------- Enid, Oklahoma

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J. H. EVEREST ---------- Oklahoma City, Oklahoma
MADISON WILLIAMS ---------- Anthony, Kansas
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W. W. WOOD ---------- Okmulgee, Oklahoma
O. L. COOK ---------- Hutchinson, Kansas
J. H. BUTTS ---------- Wichita, Kansas
H. C. RASH ---------- Salina, Kansas

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J. A. HARRIS ---------- Secretary

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O. N. ROTH, Chairman J. A. HARRIS, Secretary

J. M. MONROE E. V. ZOLLARS

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E. V. ZOLLARS.

COURSES OF STUDY AND FACULTY.

E. V. ZOLLARS J. M. MONROE

O. N. ROTH

EQUIPMENT.

C. M. JACKMAN E. V. ZOLLARS

UNIVERSITY FARM.

J. M. MONROE O. N. ROTH

FACULTY *

THE COLLEGE.

ELY V. ZOLLARS, A. M., LL. D., President.

Professor of Apologetics, Christian Doctrine and Logic.

[A. B. Bethany College, '75; A. M., Ibid, '77; LL. D., Hiram College; Student at Bethany, '71-75; Graduate Student, Northwestern and Chicago Universities, '01; Prof. in Bethany College, '75-77; President of Kentucky Classical College, '77-84; President Garrard Female College, '84-85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-'02; President Texas Christian University, '02-'06; President Oklahoma Christian University, '06-—]

FRANK H. MARSHALL, A. M., Ph. D.

Professor of Greek and New Testament Literature.

[B. S., Butler University, '88; A. B., Ibid, '90; A. M. Ibid, '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student, Ibid., '89-91; Graduate Student University of Chicago, 1900; Professor Biblical Languages and Literature, N. W. Christian College, '91-'96; Pastor Christian Church, Mankato, Minn., '95-'97; Missionary to Japan, '97-'99 Professor Biblical Languages and Literature, Texas Christian University, '99-'06; Professor Biblical Greek and New Testament Literature, Oklahoma Christian University, '07—]

ARTHUR F. REITER, A. B., M. S.,

Professor of Mathematics and Physics.

[Student Ohio Northern University, '00-'04; Tri-State College, '91-'99; Hiram College, '04-'05; Graduate Student, University of Chicago, '08-'10-'12; A. B., Hiram College, '05; M. S., University of Chicago, '12; Principal Mt. Cory, O., High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '09-'00; Minister, 1900-'07; Instructor in English and Mathematics, Central Mennonite College, '06; Professor of Mathematics and Physics, Oklahoma Christian University, '07—]

*Arranged in groups, in order of seniority.

SAMUEL H. HORNE, A. B.

Professor of History and Political Science.

[A. B., National Normal University, Ohio, '92; A. B., University of Texas, '07; Student University of Texas, '94-'95, and four subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor in Summer Normals; Instructor in History, Texas Christian Univresity, '05-'06; Professor of Spanish and Instructor in History, Ibid, '06-'07; Professor of History and Political Science, Oklahoma Christian University, '07—]

GUY K. STANTON, A. M.

Professor of Biology and Chemistry.

[B. S., Hiram College, O., '06; A. M., Bethany College, W. Va., '09; Student Hiram College, '02-'06; Graduate Student Bethany College, '08-'09; Graduate Student University of Kansas, Summer Sessions, '10-'11-'12; Professor History and Political Science, Clarksburg College, Mo. '06-'08; Instructor in Education, West Virginia Normal, Summer Session, '09; Professor Biology and Chemistry, Oklahoma Christian University, '09—]

CLAUDE C. TAYLOR, A. M.

Professor of Semitic Languages and Old Testament

[A. B., Oklahoma Christian University, '09; A. M., Ibid, '10; Student Normal School, '91-'92; Student Oklahoma Christian University, '07-'10; Instructor Public Schools of Missouri and Nebraska, '92-'96; Minister, '03-'07; Instructor, Semitic Languages and Old Testament Literature, Oklahoma Christian University, '09-'12; Professor, Ibid, '12—]

ANDREW G. SMITH,* A. B.

Professor of English Language and Literature.

[A. B., Oklahoma Christian University, '10; Student Lincoln Normal University, '97; Ibid. Cotner University, '00; Ibid., Oklahoma Christian University, '07-'10; Ibid., University in English Language and Literature, '10-'12; Graduate Student, Chicago University, '11; Professor, Ibid., '12—]

JOSEPH E. SMITH, A. B.

Professor of Latin and German.

[A. B., Cotner University, '09; Student Cotner University, '03-'08; Student on Cecil Rhodes Scholarship Oxford University, '08-'11; B. A., Oxford University, '11; Professor, Oklahoma Christian University, '11—]

ROY WOLFINGER, B. S., A. B.,

Acting Professor of English Language and Literature.

[B. S., Nickerson College, '99; A. B., University of Oklahoma, '07; Graduate Student, University of Chicago, '10-'11-'12; Instructor, High Schools of Oklahoma, '00-'02, and '07-'11; Supt. Hennessey City Schools, '11-'12; Acting Professor of English, Oklahoma Christian University, '12—]

*On leave of absence, 1912-'13.

HIGH SCHOOL DEPARTMENT.

MAUDE WHITE MARSHALL, A. B.,

Instructor in Natural Sciences and History.

[A. B., Texas Christian University, '01; Student Northwestern Christian College, Minnesota, '93-'95; Student Texas Christian University, '99-'02; Student, University of Minnesota, '11; Teacher Minnesota Public Schools, 7 years; Instructor, N. W. C. College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07—.]

WILLIAM L. E. SHANE, A. B.,

Instructor in Mathematics.

[A. B., Oklahoma Christian University, '09; Graduate, Massey's Business College, Houston, Texas, '01; Student, Texas Christian University, '03-'06; Ibid, Oklahoma Christian University, '07-'09; Minister, Kingman, Kansas, '10-'12; Instructor, Oklahoma Christian University, '12—]

WILLIAM M. LeMAY, A. B.,

Instructor in English.

[A. B., Oklahoma Christian University, '08; Student Texas Christian University, '03-'07; Student Oklahoma Christian University, '07-'08; Student Normal Schools, several summers; Instructor in Public Schools, Oklahoma and Texas, 3 years; Educational Secretary, Oklahoma Christian University, '08-'09; Minister, '09-'12; Instructor in English, Oklahoma Christian University, '12—]

FRANK L. CRAFFTS, A. M.,

Instructor in Latin and Modern Languages.

[A. B., Georgetown College, '00; A. M., Ibid., '01; Graduate Student, Harvard University, '11-'12; Professor of Latin and Modern Languages, William Woods College, '03-'11; Instructor, Ibid., Oklahoma Christian University, '12—]

SCHOOL OF BUSINESS.

CHARLES M. PRATER, B. S.,

Instructor in School of Business.

[Graduate of Draughon Business College, Ft. Worth, Tex., '99; Graduate Tyler Commercial School, '00; Principal Shorthand Department, Ibid., '00-'04; Principal Chickasha Business College, '04-'08; Instructor, School of Business, Oklhaoma Christian University, '08—]

W. ALVIN BOTTS, B. Acc'ts.

Instructor in School of Business.

[Student, Chillicothe, (Mo.) Normal, '06-'07; Instructor Private School, '07; Graduate Chillicothe, (Mo.) Commercial College, '09; Manager Real Estate Firm, '09; Graduate Chillicothe, (Mo.) College of Penmanship and Drawing, '10; Principal, Anthony (Kans.) Business College, '10; Principal Draughon's Business College, Oklahoma City, Okla.; Instructor, School of Business, Oklahoma Christian University, '11-—]

PHINEAS A. BOTTS, B. Acc'ts.

Instructor in School of Business.

[Student, Chillicothe, (Mo.) Business College, '04; Bookkeeper Bank of Blue Springs, (Mo.) '05; Clearing House Department, National Bank of Commerce, Kansas City, (Mo.) '06-'08; Deputy Recorder of Deeds, Kansas City, (Mo.) '08-'11; Post-Graduate Work and Assistant Instructor, Chillicothe, Mo., '11-'12; Business College Instructor Private School and Public Accountant; Instructor, School of Business, Oklahoma Christian University, '12—]

SCHOOL OF FINE ARTS.

REIN DYKSTERHUIS.

Professor of Music; Violin and Piano.

[Student, Moyenne, Ecole Francaise, Antwerp, '89-'93; Student, Royal Atheneum, Antwerp, '93-'98; Student Antwerp Royal Conservatory, under Prof. Marien, '90-'93; under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student Brussels Conservatory, '98; First Violin Symphony Orchestra, of Cincinnati, '99-'04; Member of Marien String Quartette, of Cincinnati, '00-'04; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06—]

ETHEL MAE HARRIS,

Professor of Music; Piano, Theoretical Branches and Musical History.

[Graduate Wesleyan College of Music, Bloomington, Ill.; Student Grand Prairie Seminary, Onarga, Ill.; Student Sherwood Music School, Chicago, Ill., under the noted William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ill.; did private teaching in Mineral Point, Wisconsin, '00; Directress of Piano Dapartment, Litta Conservatory, Bloomington, Ill.; Instructor in Music, Wesleyan College of Music, Bloomington, Ill.; Principal of Piano Department, Oklahoma Christian University, '08—]

EUGEN A. HAESENER,

Professor of Music; Voice.

[Graduate, Friedrich Wilhelm Gymnasium, Berlin, '99; Student, Ibid, '95-'99; Student, Harmony and Piano under Klein, '95-'00; Student, Royal Hoch Schule der Musik, Berlin, '98-'00; Student in Voice, Under Heinemann, '00-'02; Under Kraus, '02-'03; Under King Clark, Berlin, summer, '12; Teacher of Music, Private, Berlin, '02-'05; New Yrok City, '05-'06; Concert Recital Work, '06-'08; Teacher of Voice, '08-'10; In Marvin College, '10-'11; Professor of Voice, Oklahoma Christian University, '11—]

M. REY TAYLOR,

Professor of Music; Piano, History of Music, Counterpart, Composition.

[Student, Columbia Christian College; Ibid., Cincinnati Conservatory of Music; Student, Piano, under Louis Schnobil, and Albert Berve; Instructor in Piano, Christian College, '99-'01; Ibid, Madison Institute, '01-'05; Ibid Campbell Hagerman College, '05-'12; Professor of Music, Oklahoma Christian University, '12—]

JOHN G. BRADLEY, B. O.,

Professor of Oratory and Expression.

[Student under Florence Higgins Butler, '07; Graduate, School of Oratory and Expression, Valparaiso University, '09; Post-Graduate, Ibid., '10; Student, English Literature, '07-'10; Student Southern Illinois Normal University; Principal Campbell Hill High School, two years; Assistant, Department Oratory, Valparaiso Univresity, '09; Professor of Oratory, Oklahoma Christian University, '11—]

----------*

Instructor in Drawing and Painting.

THE HOSPITAL.

BERTHA STARK,

Instructor in Trained Nurses' Department.

[Student Training Department, Wichita Hospital, '96-'98; Graduate, Ibid., '98; Supt. Enid Hospital, '08-'09; Supt. University Hospital and Instructor Dept. of Trained Nurses, '09—]

*Place to be filled.

EXECUTIVE AND OTHER OFFICERS

OLIVER N. ROTH, A. B. ---------- Chancellor

ELY V. ZOLLARS, LL. D. ---------- President

FANCES E. McGARVEY, A. B. ----------Dean of Women

NELLE F. HORNE, A. B. ---------- Librarian

EMMA FRANCIS HARTSHORNE ----------
---------- Registrar and Secretary to the President

IVY B. ROTH--Bookkeeper and Secretary to the Chancellor

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

ENROLLMENT AND CLASSIFICATION.

College of Liberal Arts ----------
----------A. F. REITER, Chairman. S. H. HORNE

The Bible School ----------
--------F. H. MARSHALL, Chairman. C. C. TAYLOR

The High School ----------
---- MRS. MARSHALL, Chairman. W. L. E. SHANE

THE SCHOOL OF FINE ARTS.

Oratory-----J. G. BRADLEY. Piano-----MISS HARRIS.
MISS TAYLOR.
Violin--REIN DYKSTERHUIS. Voice--E. A. HAESENER

Arts ----------

The School of Business ----------C. M. PRATER

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MRS. HORNE, Chairman. G. K. STANTON.

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A. G. SMITH, Chairman. J. G. BRADLEY

CATALOGUE.

F. H. MARSHALL, Chairman. C. M. PRATER

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G. K. STANTON. W. M. LeMAY

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J. E. SMITH, Chiarman. C. C. TAYLOR

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MRS. McGARVEY. MISS TAYLOR

DEBATE.

C. C. TAYLOR, Chairman A. G. SMITH
A. F. REITER. R. L. WOLFINGER.

PUBLICITY AND ENLARGEMENT.

F. L. CRAFFTS ---------- Chairman
W. A. BOTTS MRS. McGARVEY
R. L. WOLFINGER.

SCHOOL OF CORRESPONDENCE.

S. H. HORNE, Chairman. G K. STANTON.

Oklahoma Christian University

Historical Statement

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER.

Oklahoma Christian University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They held that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be nonsectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by character or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several schools that have already been established is a Bible School offering Courses in Biblical Languages,

Bible and church history, and the professional studies that belong to the education of a minister. Since The College of Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED.

The founders of Oklahoma Christian University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning, dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw a need of Christian schools to neutralize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material condition and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Oklahoma Christian University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS.

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a

school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS.

A deed to forty acres of ground has been delivered. Three buildings—Main Building, Fine Arts Building and Ladies Hall, have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, have been installed at a cost of about $15,000. For full description of these buildings, see subsequent pages.

The first session closed May 31, 1908. The patronage and work of the year was most gratifying to the promoters and friends of the school. The fifth session is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. Nearly three hundred and fifty students have been enrolled, about eighteen different states and four foreign countries being represented. The various schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

THE FIELD OF THE SCHOOLS.

1. The new State of Okahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high esti-

mate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Oklahoma Christian University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arknasas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the scohol.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying on the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Oklahoma Christian University is situated so as to serve the people of Colorado in an admirable way. It needs the support of this vigorous young state, and in time will render it great assistance.

6. New Mexico and Arizona and other western states are rapidly developing. The great irrigation work which has already accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid wastes of these desert states blossom and bud as the rose. Oklahoma Christian University is situated so as to be of great benefit to these states whose future is so

bright with promise and surely they will render no mean assistanc to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—The Main Building.

This is a brick structure, trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the fine arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be

used in connection with a recitation room as a psychological laboratory. In the dormer story two large literary society halls are provided, and four rooms for the accmmodation of the Business College. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west lookig down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide, and is destined to be one of the best streets in the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building.

North of the main building about 35 feet distance, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin, and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement occupied with kitchen and accompanying rooms—pantry, dish room and store room a large dining room with a seating capacity for 150 people at table, and two rooms for female servants. The basement story is 10

feet in the clear; 6 feet above grade, and above this there are two full stories, but no domer story.. On the first floor there is a main hall 15 feet wide, running crosswise of building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a sloset 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends, they are trusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where sympathetic care

and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlasts the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

THE SCOPE OF THE WORK.

The Oklahoma Christian University embraces the following college and schools:

I. The College of Liberal Arts.
II. The Bible School.
III. The School of Education.
IV. The High School.
V. The School of Business.
VI. The School of Fine Arts, including Music, Oratory, and Art.
VII. The University Hospital and Nurses Training School.

THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is pre-eminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensable part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for class-room work even in the high school and the prepartory schools of colleges and universities, and in the higher grades of instruction the library is indispensable. We have installed a good working library. We have placed about twenty-five hundred volumes of well selected books on our shelves as a start for a library and we expect to add several hundrd volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes, classified, catalogued and accessioned, according to modern methods, may better deserve the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and is being catalogued according to the "Dewey System"; this, together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

2.—The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided three laboratories—Chemical, Biological and Physical. We have expended a considerable sum, and, as a matter of course, we will add to this equipment year by year.

3.—General Appliances.

We have also spent a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and more will be expended in the near future.

College of Liberal Arts

College of Liberal Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President
Professor of Apologetics, Psychology and Logic.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Greek and New Testament Literature.

ARTHUR F. REITER, A. B., M. S.,
Professor of Mathematics and Physics.

SAMUEL H. HORNE, A. B.,
Professor of History and Political Science.

GUY K. STANTON, A. M.,
Professor of Biology and Chemistry.

JOSEPH E. SMITH, A. B.,
Professor of Latin and German.

CLAUDE C. TAYLOR, A. M.,
Professor of Semitic Languages and Literature.

ANDREW G. SMITH, A. B.,
Professor of English Language and Literature.

ROY L. WOLFINGER, A. .B,,
Acting Professor of English Language and Literature.

COLLEGE OF LIBERAL ARTS.

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other schools, but this, in the very nature of the case, must be preceeded by disciplinary study in order that it may be done with greatest profit. Students are urged to take as much of this work as possible as a basis for all professional studies. The complete college course should be taken if it can be done.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them.

ENTRANCE REQUIREMENTS.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done aproximately the work laid out in our High School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units.

1. **English** ---------- **3 units**
   This must include (a) Academic Grammar and Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.
2. **Mathematics** ---------- **2½ units**
   Including (a) Algbra, 1½ units; (b) Plane Geometry, 1 unit.

3. **Foreign Language** ---------- **2 units**
These units must be offered in one language. They may be offered in Latin, Greek, German, or French.

4. **Physics (including laboratory work)** ---------- **1 unit**

5. **History** ---------- **1 unit**

6. **Electives** ---------- **5½ units**
These electives are chosen from the units described in detail below.

Total ---------- **15 units**

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 Units represent the work done during four years' study in a first class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note.—Students lacking a limited number of units may enter the freshman class of the college, conditioned on making up the deficit during the first year.

Graduates of Approved High Schools.

Students with diplomas from approved high schools are admitted to the freshman year of the College of Arts. Each individual unit, however, must be standardized, and wherever a shortage occurs, it must be made good. The College of Liberal Arts accepts as its list of approved high schools the lists of the state inspectors.

DESCRIPTION OF ENTRANCE REQUIREMENTS.

1. **English.** Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Four units, two and one-half required. The required units are (a) Elementary Algebra, one and one-half units. (b) Plane Geometry, one unit.

Other units offered may be Solid Geometry, one-half unit, Plane Geometry, one-half unit, and Advanced Algebra, one-half unit. Credit for Advanced Algebra will not be given, except under the most favorable circumstances.

3. Latin. Four units. (a) Beginner's Latin. (b) Four books of Cæsar's Gallic Wars. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Cataline may be substituted for two orations. (d) Six prose compositions; books of Virgil's Aeneid, and prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Two units. (a) Elementary Greek. Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books, or equivalent in attic prose. Composition.

5. German. Three units. (a) Elements of Grammar, and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar, translation of about 400 pages of standard German.

6. French. Two units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition.

7. Natural Sciences. Six units. Four may be offered.

(a) Physiography. One unit, or one-half unit. Note books, maps, required.

(b) Physics. One unit. Required. Recitation, an experimental work in laboratory. Note book required.

(c) Chemistry. One unit. Text book, and laboratory work.

(d) Botany. One unit. Text book, laboratory work and field excursions. One-half unit may be offered.

(e) Zoology. One unit. Text book, laboratory work and field excursions.

(f) Physiology. One unit. Should not be taken earlier than the tenth grade. Text book, drawing and laboratory methods.

8. History. Four units. One unit required.

(a) Ancient History. One unit. Text book, outlines, drawings of maps, etc. At least 200 pages of assigned reading should be given in first or second year of the high school.

(b) Modern History. One unit. Text book, outlines, etc. At least 300 pages of assigned reading. Should be taken immediately following the year of ancient history.

(c) English History. One unit. Standard text and at least 300 pages of assigned reading.

(d) American History. One or one-half unit.

(e) American Government. One half unit. (d) and (e) should be taken in the third or fourth year high school, and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Two units may be offered. (a) Agriculture, one-half unit. (b) Domestic Science one-half unit. (c) Commercial Geography, one-half unit. (d) Commercial law, one-half unit. (e) Drawing, one unit. (f) Bookkeeping, one-half, or one unit. (g) Commercial Arithmetic, one-half unit. (h) Psychology, one-half unit. (i) Pedagogy, one-half unit.

The Curriculum of the College of Liberal Arts.

The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS.

During the freshman and sophomore years, the student

must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the high school, along general lines.

Regulations Governing the Election of Courses in the Freshman and Sophomore Years.

I. Rhetoric. All students are required to take this subject in the freshman year.

II. Every student is required to do a year's work in each of two subjects in the three following elective groups:

I.	**Language**	1. English Language, 2. Ancient Languages, 3. Modern Languages.
II.	**Science**	1. Mathematics, 2. Physical Sciences, 3. Biological Sciences.
III.	**History and Philosophy**	1. History and Social Sciences, 2. Philosophy and Education, 3. Biblical History and Literature.

Regulations Governing the Election of Courses in the Junior and Senior Year.

I. Required of All Students: Psychology, one semester, Logis one semester, Apologetics one semester, and Ethics or Biblical Literature one semester.

II. During the junior and senior years, the student must pursue subjects in a Major Group, to be elected at the beginning of the junior year. These subjects must include not less than twenty-four (24) semester hours, nor more than forty-five semester hours. At least 20 hours of the major student must elect a Minor Group with a minimum of twelve must be subjects open only to juniors and seniors. Also, the (12) hours, of which at least four (4) hours must be subjects open only to juniors and seniors. The subjects of the Major and Minor must be chosen with the advice and consent of the professors in charge.

III. Thesis. Each student must select, during the first month of his senior year, the theme for his thesis. The selection must be approved by the Major professor, and the work done under his direction. The theme for the Thesis must be presented and approved not later than Oct. 15.

Free Electives.

In addition to the work required above, sufficient electives must be chosen to make a total of 120 semester hours, or credits, in order to obtain the degree Bachelor of Arts.

Definition of Credit.

A college credit represents one full hour period or recitation each week for one semester. A student reciting creditably 15 hours per week for 4 years would do the prescribed amount of work.

WORK REQUIRED FOR THE DEGREE OF MASTER OF ARTS.

1. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work, for at least two semesters.

2. He must do work amounting to at least 30 credits. Some of his subjects may be chosen from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor appointed by the committee.

3. The candidate must prepare a thesis of merit, representing considerable research, the thesis to be prepared under the direction of the professor appointed by the committee. The theme for the thesis must be presented and approved not later than Oct. 15.

4. The candidate must pursue his graduate studies along the lines of the major and minor subjects of his undergraduate work.

BIOLOGY.

Professor Stanton.

The purpose of these courses is to give a thorough knowledge and understanding of th general facts of the biological sciences. Courses 1 and 2; 9 and 10 and 11 and 12 fulfill the group requirement in Biological Science. Courses 3 and 6 will be found very valuable for premedical students. Courses 7 and 8 will be excellent courses for ministerial students. Students majoring in this department should arrange their work early in their college course.

Laboratory—The biological laboratories located upon the first floor of the main building are well lighted and commodious making them exceptionally well fitted for dissecting and microscopic work. The laboratories are equipped with compound microscopes, dissecting microscopes, low power magnifiers, dissecting sets, improved college bench projection lantern and slides, human skeleton, Philtz life size manniken, complete set of 28 Bock-Stegers anatomical models, mounted histology slides and dissecting material.

1. **General Zoology**—A general survey of the field of zoology with special reference to classification, relationship, distribution, ecology, life history and the bearing of biological problems on humn progress. The laboratory work consists of the study of type specimens. Two recitations and three laboratory periods a week. Occasionally Saturday afternoon will be devoted to field work. Text, "Osborne's Economic Zoology. First semester, 5 hours.

2. **Invertebrate Zoology.**—An advanced course of the various invertebrate phyla. This is a continuation of course 1 for students wishing a more detailed study of the subject. Two recitations and three laboratory periods a week. Offered in 1911-'12 and alternate years thereafter. Text, "Parker & Haswell's text book of Zoology." Volume I. Second semester, 5 hours.

3. **Vertebrate Zoology**—A detailed study of the vertebrates, designed especially for students preparing for the study of medicine or those specializing in biology. The laboratory work consists of a careful dissection and study

of type specimens of the vertebrates. This course will be alternated with course 2. Zoology is a prerequisite. Two recitations and three laboratory periods a week. Text, "Parker & Haswell's Text Book of Zoology." Volume II.
Second semester, 5 hours.

4. **Histology**—The course is introduced by a brief study of the structure and manipulation of the compound microscope followed by a laboratory study of normal animal tissues from prepared sections. Careful drawings are required of all tissues studied. One lecture and four laboratory periods a week. Text book of Histology, Bohm, Davidoff & Huber. First semester, 5 hours.

5. **Cytology**—A microscopic study of the structure and development of cells. A study of resting cells will be followed by a study of the stages in mitotic cell division. Somatic and germ cells are considered. Text, Wilson's "The Cell in Development and Inheritance." Offered in 1913-14.
First semester, 5 hours.

6. **Embryology**—A general study of embryological development, dealing especially with the antogeny of the chick and pig from the study of sections, dissections and whole mounts of embryos. Histology or cytology are prerequisites. Text, McMurrich's Manual of Embryology."
Second semester, 5 hours.

7. Sanitary Biology.—A very practical course in the study of sanitary science as it concerns health and disease, infection and contagion, their dissemination and control. The effect of narcotics on the body will also be taken up. Students will investigate sanitary conditions in Enid. Text, Sedgwick's "Sanitary Science." First semester, 3 hours.

8. **Heredity and Variation.**—An introduction to some of the more important questions of theoretical biology, such as the Origin of Species, structure of protoplasm, mechanism and vitalism, heredity, evolution, determination of sex, variation, Darwinism, mutation, etc. The work will consist of lectures, class discussion, considerable library reading and numerous reports. No laboratory work.
Second semester, 3 hours.

9. **Human Physiology.**—An advanced course covering the study of fundamental physiological actions, differentiation of tissues, the skeleton, blood, cartilages, connective tissues, motor organs and nerves. Excellent course for students expecting to study medicine. Three recitations and two laboratory periods a week. Text, "Martin's Human Body."
First semester, 5 hours.

10. **Humn Physiology.**—Continuation of course 9 covering the secretory tissues and organs, alimentary canal and its appendages, lymphatic system, ductless glands, respiration, nutrition, voice, skin and urogenital organs. Text, Martin's "Human Body." Second semester, 5 hours.

11. **General Botany.**—A study of the several groups of plants with reference to morphology, physiology, and the relation to environment. Considerable field work will be required. Two recitations and three laboratory periods per week. Text, Coulter's "Plants." Second semester, 5 hours.

12. **General Bacteriology.**—General introductory study of the important forms of pathogenic and non-pathogenic organisms and their relation to soil, foods, sanitation and disease. Text, Jordan's "General Bacteriology."
First semester, 3 hours.

Note.—Courses 1, 2, 7, 8, 9, 10 and 11 are open to freshmen and sophomores. Courses 3, 4, 5, 6 and 12 are open to juniors and seniors. Courses 3, 4, 5 and 6 are open to gaduate students.

BIBLICAL LITERATURE AND HISTORY.

Professor Marshall.

Professor Taylor.

A limited number of courses may be elected from this department, for which credit will be given toward the degree A. B.

1. **Old Testament History and Laws.**—The historical and legal material of the first books of the Bible will be studied, using contemporaneous history for collateral reading.
First semester, 4 hours.

2. **The Kingdoms of Israel and Judah.**—Historical study of The United Kingdom, The Divided Kingdom, and The Babylonian and Persian Period, The Bible, Samuel to Esther, with reference to contemporaneous history.
Second semester, 4 hours.

3. **Text and Canon of the Old Testament.**—Discussion of canonicity, text, manuscripts, translations, versions, and languages of the Old Testament. First Semester, 4 hours.

4. **Semitic History.**—Historical study of Egypt, Babylon, Assyria, Persia, and minor nations, with special reference to their influence on Israel. Second semester, 4 hours.

5. **The Gospels of Matthew and Mark.**—The Teachings of Jesus and of the Sects of the Jews. First semester, 4 hours.

6. **The Gospels of Luke and John.**—The Life of Jesus.
Second semester, 4 hours.

7. **The Political History of New Testament Times.**—Study of the Maccabean and Roman Periods of Jewish history. First semester, 4 hours.

8. **Canon and Text of the New Testament.**—Discussion of the manuscripts, versions, and translations of the New Testament. Second semester, 4 hours.

Note.—Courses 1, 2, 5 and 6, open to freshmen and sophomores. Courses 3, 4, 7 and 8, open to juniors, seniors and graduates.
First semester, 4 hours.

CHEMISTRY.

Professor Stanton.

Laboratory.—The chemical laboratory is on the first floor of the main building, and is now provided with individual desks, sinks, lockers and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical storeroom adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high speed centrifugal, etc.

1. Inorganic Chemistry.—Study of the general principles of the science, oxygen, hydrogen, water, chlorine, atomic theory, electrolysis, neutralization, periodic law, halobens, and nitrogen. Class room work supplemented by experimental work. Full notes on all laboratory work are required. Two recitations and three laboratory periods a week. Text, Kahlenberg's "Outlines of Chemistry."

First semester, 5 hours.

2. Inorganic Chemistry.—A continuation of the previous course with a study of carbon dioxide, flames, and solicon compounds. The year's work will be completed with a study of the base forming elements. Two recitations and three laboratory periods a week. Same text as course 1.

Second semester, 5 hours.

3. Qualitative Chemistry.—An introduction to qualitative analysis treating of the separation and detection of the common elements. Most of the work will be in the laboratory and under the supervision of the instructor or his assistant. Students will be expected to be able at any time to answer questions concerning the theory and practice of their work. Individual laboratory quizzes will be required.

First semester, 5 hours.

4. Organic Chemistry.—This course includes a study of the more important organic compounds, together with the laboratory processes for the preparation of such compounds. Lectures, recitations and laboratory work required. Text, Remsen's "Organic Chemistry." Second semester, 5 hours.

CHRISTIAN EVIDENCES.

President Zollars.

1. A discussion of the various phases of skepticism, ancient and modern. Theism, revelation, inspiration, and the Bible are carefully considered.

First semester, 4 hours.

EDUCATION.

Porfessor Horne.

Professor Taylor.

1. History of Education.—As a basis, Monroe's text is used. First semester, 4 hours.

2. Pholosophy of Education.—The theory of teaching is discussed. Text, Horne. Second semester, 4 hours.

3. The Pupil.—A course comprising a study of the pupil, using as texts, Fundamentals of Child Study, by Kirkpatrick, and The Study of the Child, by Taylor. First semester, 4 hours.

4. The Teacher.—A study of the teacher, his qualifications, methods, etc. Text, The Making of a Teacher, by Brumbaugh. References, Jesus as a Teacher, by Hinsdale; Teachers and Teaching, by Trumbull. Second semseter, 4 hours.

Note.—For Psychology, see Philosophy. For Elementary Psychology and Methods, see High School, Education.

ENGLISH.

Professor A. G. Smith.

1. **Rhetoric.**—Text, Genung's Working Principles of Rhetoric. A thorough study of the constructive principles of Composition. Weekly and semester themes in Narration and Exposition required. First semester, 4 hours.

2. **Rhetoric.**—Continuation of Course 1. Themes in Description and Argumentation. Second semester 4 hours.

3. **English Literature.**—Texts: Newcomer and Andrews Twelve Centuries of English Poetry and Prose, Long's English Literature. An extensive view of the whole field of English Literature, with study and analysis of the chief poets. First semester, 4 hours.

4. **English Literature.**—Course 3 continued. Second semester, 4 hours.

5. **American Literature.**—Text, The Chief American Poets, by Page. A study of the American Poets.
First semester, 4 hours.

6. **American Literature.**—Continuation of Course 5, with special attention given to prose.
Second semester, 4 hours.
(Courses 3, 4 and 5, 6, offered on alternate years.)

7. **Argumentation and Debate.**—The principles of Argumentation are studied and practice is given in debate.
First semester, 4 hours.

8. **Mythology.**—Text, Gayley's Classic Myths. Reference works. A study of the classic myths with special reference to their use as illustrations.
Second semester, 4 hours.
(Courses, 7, 8, not offered during 1912-'13.)

9. **The Novel.**—A study of the great masters of the English Novel, and of the laws governing its structure and plot. First semester, 4 hours.

10. **The Essay.**—A study of the great essayists with a careful study and analysis of the greatest essays.
Second semester, 4 hours.

11. **Poets from 1700 to 1832.**—An intensive study of the English poetry of the Eighteenth Century.
First semester, 4 hours.

12. **The Victorian Poets.**—An intensive study of English poetry from 1832 to 1900. Special attention is given to Tennyson, Browning, and Mrs. Browning. These authors are studied in the light of the political and scientific movements of their day. Second semester, 4 hours.
(Courses 9, 10 and 11, 12, offered on alternate years.)

13. **The Literary Interpretation of the Bible.**—Texts, Moulton's Literary Study of the Bible, The Modern Reader's Bible. A study of the Bible from the standpoint of its literary nature and value. First semester, 4 hours.

14. **The Literary Interpretation of the Bible.**—Course 13 continued. Second semester, 4 hours.

15. **Shakespeare.**—Texts, The New Hudson Shakespeare. Study and analysis of Merchant of Venice, Othello, Hamlet and Macbeth. Special attention is given to the study of the characters and art of Shakespeare.

First semester, 4 hours.

16. **Shakespeare.**—Continuation of Course 15. Study of Lear, Richard III., Romeo and Juliet, and Julius Cæsar.

Second semester, 4 hours.

(Courses 13, 14 and 15, 16, offered on alternate years.)

17. **Literary Criticism.**—A comparative study of various authors dealing with the principles of criticism of Literature. First semester, 4 hours.

18. **Literary Criticism.**—Continuation of Course 17.

Second semester, 4 hours.

19. **Anglo-Saxon.**—Text, Bright's Anglo-Saxon Reader. A study of the Etymology and Syntax of Old English, and translation of selections. First semester, 4 hours.

20. **Anglo-Saxon.**—Continuation of Course 19.

Second semester, 4 hours.

Notes.—Courses 1 and 2 are required of all freshmen and others that have not had them, immediately upon entrance to the College of Arts

Courses 3 to 10 are intended for freshmen and sophomores.

Courses 10 to 18 are open to juniors and seniors.

Courses 11 to 20 are open to graduate students, but more intensive work will be required.

GEOLOGY.

Professor Stanton.

Laboratory.—The geological laboratory is confessedly still in its infancy, although there is already a classified collection of over one hundred specimens, and a few relief maps. This collection is, however, supplemented by a collection of plates and a projection lantern. Several valuable additions have been made during the past year.

1. **General Geology.**—An introduction to the fundamental principles of Geology, designed for students desiring the study as part of a liberal education. Class room work will be supplemented with field excursions in order that the student may be placed in direct contact with geological problems. The history of the succession and distribution of the earth's crust as recorded by the fossil, fauna and flora will be studied in the latter part of the course. Text, Chamberlin's and Salisbury's "College Geology."

First semester, 5 hours.

2. **Economic Geology.**—A study of ore deposits with respect to their origin, mode of occurrence and value to mankind. Study of oil and gas with particular reference to their occurrence and development in Oklahoma. Prerequisite Geology I. Text, Ries' Economic Geology.

Second semester, 5 hours.

3. **Physiography.**—A study of the development of land forms and of the agents which produce them. Special consideration is given to the life history and work of streams, to glaciers, the ocean, climate, etc. This course may be taken by those who have had no geology. An excellent course for teachers desiring to review in this subject. Text, Salisbury's Physiography. First semester, 5 hours.

4. **Paleontology.**—The progress and development of plants and animals through the different ages of the earth. The early part of the term will be taken up with the main groups of invertebrates, followed by the evolution and distribution of the vertebrates. Offered in 1913-'14.

Second semester, 5 hours.

Note.—Courses 1 and 2 are open to sophomores and juniors. Courses 2, 3 and 4 are open to juniors, seniors and graduate students.

GERMAN.

Professor J. E. Smith.

1. **Beginner's Course.**—Text, Bacon's German Grammar. A study of the principles of German syntax. This course completes the work done in the first year of high school German. First semester, 5 hours.

2. **Beginner's Course.**—Continuation of Course 1. Reading of Prose. Texts conform to the recommendation of the North Central Association of Colleges and secondary schools. Open to students who have had two semesters of high school German. Second semester, 5 hours.

3. **The Drama.**—Reading of representative German plays. One hour composition and conversation. Prerequisite, courses 1 and 2, or two years German in high school. First semester, 4 hours.

4. **Schiller.**—Reading of his more important productions in class, and reports on private readings. Second semester, 4 hours.

5. **Goethe.**—Study of Goethe's works (except Faust), based on Bernhardt's "Goethe's Meisterwerke." First semester, 5 hours.

6. **Goethe.**—Continuation of Course 5. Analysis and interpretation of Faust I and II. Second semester, 3 hours.

7. **History of German Literature.**—General survey based on Keller's Bilder aus der Deutschen Litteratur. Theme work and reference readings. First semester, 3 hours.

8. **History of German Literature.**—Course 7 continued. Second semester, 3 hours.

9. **Modern Novel and Drama.**—Reading of Hauptmann. Sudermann, Ibsen, and others. First semester, 2 hours.

10. **Modern Novel and Drama.**—Course 9 continued. Second semester, 2 hours

(Courses 9 and 10 will alternate with 7 and 8. 9 and 10 will be offered in 1912-'13.)

GREEK.

Professor Marshall.

I. Classical. (Open to Freshmen and Sophomores.)

1. **Elementary Greek.**—An introductory course, including etymology, and the mastery of the most common vocabulary of the Attic dialect. Text, White's First Greek Book First semester, 4 hours

2. **Xenophon's Anabasis,** four books. Courses 1 and 2 aim to offer the work usually done in a two-year high school course. Second semester, 4 hours.

3. **Plato.**—Reading of Apology and Crito, with selections from Phaedo. First semester, 4 hours.

4. **Homer.**—Versification, and Homeric forms. Rapid reading of the Iliad, or Odyssey.
Second semester, 4 hours.

II. Hellenistic. (Open to Freshmen and Sophomores.) When the students desire to read the New Testament only, and have no knowledge of classical Greek, the following courses 1-4 may be substituted for the above.

5. **Elementary New Testament Greek.**—Text, Harper and Weidner's New Testament Greek Method, or Huddilston's Essentials of New Testament Greek.
First semester, 4 hours.

6. **The Gospels of Matthew and Mark.**—Review of the most common vocabulary of the New Testament is studied, and the foundation laid for further studies in the subject. Second semester, 4 hours.

7. **The Gospels of Matthew and Mark.**—Review of Grammar. First semester, 4 hours.

8. **The Gospel of Luke, and Apocalypse.**
Second semester, 4 hours.

III. Advanced Hellenistic and Patristic. (Open to juniors, seniors, and graduates.)

9. **Acts of Apostles and Miscellaneous Epistles.**—Reference work in syntax. (1912-'13) First semester, 4 hours.

10. **The Septuagint.**—Selections from the Psalter, Isaiah, Kings, Wisdom of Jesus the Son of Sirach, and I Maccabees. Studies in the origin and history of the Hellenic dialect. (1912-'13) Second semester, 4 hours

11. **The Pauline Epistles.**—Studies in syntax.
(1913-'14) First semester, 4 hours.

12. **Jewish and Patriotic Greek.** (a) Reading of selection from Philo, with discussions of his writings. (b) Reading of the three early land marks, teachings of the

Twelve Apostles, Epistle of Clement, and Shepherd of Hermas. Selections from Apology of Justin Martyr, with general survey of Patriotic Literature until Latin became the official language of the church.

(1913-'14) Second semester, 4 hours.

HISTORY.

Professor Horne.

Well has it been said: "Not to know history is to remain always a child." Indeed, a knowledge of **world movements** is an indispensable factor in the education of every college student. Every one, then, justly claiming to be educated, should possess a more or less intimate acquaintance with the achievements of the race; a familiarity with the institutions which have embodied the ever-changing, struggling ideals that mark the path of human progress. It may be added that, aside from the keen pleasure derived from the study of history, it is believed that no other course in the college curriculum possesses greater culture value than does history.

The following courses are intended to give to the student an outlook on the field of history as broad as possible to be consistent with thoroughness. All courses count toward the A. B. Degree; some of them toward the A. M. degree.

1. **Europe in the Middle Age.**—A history of Europe from the barbarian invasion to the crusades. This course and history constitute together a fundamental course introductory to all other work in European history. The text-book will be supplemented by written and oral quizzes, informal lectures, collateral reading, reports, outlines, and maps. The course is intended primarily for freshmen and sophomores. First semester, 4 hours.

2. **Europe in the Middle Age.**—A continuation of history 1, and covers the history of Europe frm the crusades to the close of the Mediæval period. Those who take this course should precede it by history 1. Text-book, quizzes, lectures, assigned reading, reports, outlines, and maps. For freshmen and sophomores. Second semester, 4 hours.

3. **Modern Europe.**—This course aims to give a general survey of European history from the close of the Mediæval period of the French Revolution. The chief subjects studied will be the Reformation, the so-called Religious Wars, the Absolute Monarchies, etc. Prerequisite, history 1 and 2, or their equivalent. Text-book, lectures, quizzes, special reports and outlines, collateral reading, and maps.

First semester, 4 hours.

4. **Modern Europe.**—This is a continuation of history 3, and covers the period of European history from the French Revolution to the present time. The method of instruction is the same as in history 3. This and the preceding course are intended for sophomores and juniors. All students who major in history should take history 1, 2, 3, 4 in their freshmen and sophomore years. Second semester, 4 hours.

5. **The Balance of Power.**—A study of some of the phases of European history in the Eighteenth Century. A text-book will be used, supplemented by occasional lectures, collateral reading, special reports, note-book work, and maps. Open only to advanced students.

First semester, 2 hours.

6. **The Revolutionary and Napoleonic Era.**—A study of the history of Europe, with special reference to France, from 1789 to 1815. Method of instruction is similar to that pursued in history 5. For advanced students.

Second semester, 2 hours.

7. **The Italian Renaissance.**—This course has for its purpose a careful survey of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Middle Ages. Open to all students who have had history 1 and 2.

(Not offered 1912-'13) First semester, 2 hours.

8. **Europe in the Nineteenth Century.**—Devoted to the study of European history since the Congress of Vienna.

(Not offered 1912-'13.) Second semester, 2 hours

9. **Advanced History of Greece.**—A survey of the history

of Greece to the death of Alexander the Great. For undergraduates and graduates.

(Not offred 1912-'13.) First semester, 4 hours.

10. **Advanced History of Rome.**—A survey of the history of Rome from the earliest times to the fall of the Empire in the West. For undergraduates and graduates.

(Not offered 1912-'13.) Second semester, 4 hours.

11. **Mediæval England.**—The aim of this course will be to study the rise and growth of economic, social, and political institutions in England from early times to the opening of the Tudor period. Text-book, informal lectures, collateral reading, reports, outlines, maps.

(Not offered 1912-'13.) First semester, 4 hours.

12. **Modern Englnnd.**—This is the second half of a general course in English history, covering the period 1485 to the present. The method of instruction is the same as in history 11.

(Not offered 1912-'13.) Second semester, 4 hours.

13. **The Making of the Nation.**—An intensive study of the history of the United States embracing the period from the American Revolution to the end of Jackson's administration. Open to advanced students.

Text-books, lectures, assigned readings, note-book work, maps. First semester, 3 hours.

14. **Sectionalizing Agitation.**—Continues history 13, and follows the development of the West, the slavery controversy, and the doctrine of states rights (1836-1860.) Open to advanced students. Second semester, 3 hours.

15. **The Civil War and Reconstruction.**—This course deals with the war between the North and South, the reforming of the nation, industrial progress and the colonial expansion of the United States. Open to advanced students.

(Not offered 1912-'13.) First semester, 3 hours.

16. **Method in Teaching History.**—This course undertakes the systematic study of the method of investigation and presentation in history.

(Not offered 1912-'13.) Second semester, 2 hours.

LATIN.

Professor J. E. Smith.

1. **Cicero.**—Reading of six orations. One hour composition. This course completes the work done in third year high school Latin. First semester, 4 hours.

2. **Virgil.**—Reading of six books of Aeneid. This course completes the work done in fourth year high school Latin. Second semester, 4 hours.

3. **Ovid.**—Miller's Selections. First semester, 4 hours.

4. **Ovid.**—Continuation of Course 3. Second semester, 3 hours.

5. **The Roman Drama.**—Plautus' Captivi and Terence's Adelphi. First semester, 3 hours.

6. **Cicero.**—De Senectute and De Amicitia. Second semester, 3 hours.

7. **Advanced Prose Composition.**—An advanced course specially designed for those wishing to prepare for the Rhodes' Scholarship examination. Second semester, 4 hours.

(Courses 3, 4 and 5, 6 will be offered on alternate years. 5, 6 will be offered 1912-'13.)

MATHEMATICS.

Professor Reiter.

Courses Designed Primarily for Freshmen and Sophomores.

1. **Solid Geometry.**—The usual propositions and original demonstrations in lines, planes, polyhedrons, cylinders, cones and spheres. Text, Shutt's Solid Geometry. First semester, 4 hours.

2. **Plane Trigonometry.**—Functions of an angle, emphasizing the relation of the natural functions to plane geomtry; trigonometric analysis, solution of triangles by the use

of the natural functions and also by logarithms. Text, Granville's Plane Trigonometry.

First semester, 5 hours.

3. **Spherical Trigonometry.**—Deduction of formulæ for the solution of spherical triangles, Napier's analogies, with applications to terrestial and celeestial spheres. Text, Granville's Spherical Trigonometry.

Second semester, 3 hours.

4. **Surveying.**—A course in the adjustment, care and use of instruments in general surveying, with field practice. Text, Barton's Plane Surveying.

Second semester, 3 hours.

5. **Astronomy.**—A course designed to give familiarity with the constellations, sun, moon and planets, in their inter-relations and motions real or apparent. Text, Moulton's Astronomy. **First semester, 3 hours.**

6. **College Algebra.**—A brief review of some very important elementary operations, inequalities, variation, factor and remainder theorems, imaginary numbers, series, binomial theorem, undetermined coefficients and lagarithms. Text, Rietz and Crathorne's College Algebra.

First semester, 4 hours.

7. **College Algebra.**—Determinants and theory of equations. Text, Rietz and Crathorne's College Algebra.

Second semester, 4 hours.

Courses Designed Primarily for Juniors and Seniors.

*8. **Graphic Algebra.**—Cross section paper as a mathematical instrument in the solution of linear and quadratic equations, with a slight introduction to the higher plane curves. Text, Schultze's Graphic Algebra.

First semester, 4 hours.

*9. **Descriptive Geometry.**—Solid geometry is a prerequisite. Text and drawings illustrating the geometric magnitudes in space, in different perspectives, their intersections, shades and shadows. Text, Church and Bartlett's Descriptive Geometry. **Second semester, 4 hours.**

*Not offered in 1912-'13.

10. **Analytical Geometry.**—A combination course of college algebra, analytical geometry, and calculus; treating elimination, graphic representation of equations, polynomials of first and nth degree, derivative, equations of curves, and intersections. Text, Woods and Bailey's Course in Mathematics, Vol. I. First semester, 5 hours.

11. **Differential Calculus.**—A continuation of previous course embracing differentiation and its meaning, change of axes, general equation of the second degree, elementary transcendental functions, parametric representation of curves, polar corordinates and curvature. Text, Woods and Bailey's Course in Mathematics, Vol. I.
Second semester, 5 hours.

12. **Integral Calculus.**—A continuation of previous course. Elementary formulae of differentials and integration, definite integrals, applications to geometry, mechanics etc., special methods, differential equations, solid analytic geometry, partial differentiation. Text, Woods and Bailey's Course in Mathematics Vol. II. First semester, 5 hours.

13. **Differential Equations.**—The completion of previous three courses. Multiple integrals and applications, infinite series, complex numbers, differential equations of first order, linear differential equation, partial differential equations. Text, Woods and Bailey's Course in Mathematics Vol. II. Second semester, 5 hours.

14. **History Mathematics.**—A brief review of the principal facts and names connected with the development of mathematics, together with a discussion of some of the more important pedagogical problems involved in teaching the subject. Texts, Cajori, Ball, and Fink's Histories.
Second semester, 3 hours.

*15. **General Astronomy.**—An advanced course considering astronomical instruments, earth, moon, sun, planets, stars, comets, nebulæ, and problems of the astronomer. Text, Young's Manual of Astronomy.
Second semester, 5 hours.

*Not offered in 1912-'13.

PHILOSOSPHY.

President Zollars.

1. **Introduction to the History of Philosophy.**—Ancient Philosophy, with special reference to Greek thought.
First semester, 4 hours.

2. **Philosophy.**—Course 1 continued. History of Modern Philosophy. Second semester, 4 hours.

3. **Psychology.**—There is no subject of greater importance to the teacher or preacher than Psychology. We aim to give this important work the prominence that is due it. The far-reaching significance is impressed upon the mind of the student, and its practical bearing in the learned callings is pointed out. Students are asked to verify psychological phenomena of the race. Texts, Dewey, and James.
First semester, 4 hours.

4. **Logic.**—Human duty may be strictly summed up in three words, **thinking, feeling** and **acting.** Right acting begins with right thinking, and since Logic is simply the science of the laws of thought it is necessarily a fundamental study. It has been said that the only way to learn to think is by thinking, and yet the thinking process can be carried forward with greater facility, and to the attainment of beter results, if the laws that regulate and govern thought are understood. Intelligent, systematic thinking is better than random thinking. It is the aim of this study to teach the laws and principles that govern systematic and orderly modes of thought. The principles of logic are presented not only theoretically, but are illustrated and enforced by numerous examples for practice. Both deductive and inductive systems are studied. Text books, Minto, Gregory, Coppee. Second semester, 4 hours.

5. **Ethics.**—The object of this study is to furnish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is Theistic and consequently the study sustains a very close relation to that of Theology. We hold

quently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the con- that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and conse- stitution of the human soul. Texts, Davis, Gregory, and McKenzie. Second semester, 4 hours.

(Courses 1, 2 open to freshmen and sophomores. Courses 3, 4, 5 open to juniors and seniors.)

PHYSICS.

Professor Reiter.

The physical laboratory is fully equipped with new modern apparatus carefully selected with particular reference to the experiments to be performed by the student in the laboratory. While the experiments are primarily qualitative; careful observations, correct deductions, accurate computations will be demanded of each student. Text and laboratory exercises must be taken simultaneously to secure credit for the courses offered in this department.

1. **Physics.**—For students not offering entrance physics; a reading and laboratory course in measurements of solids, fluids, gases, heat and sound. Text, library reference reading and Millikan and Gale's A Laboratory Course in Physics," experiments 1 to 24, and 38 to 42.

First semester, 1 hour, laboratory 4 hours.

2. **Physics.**—Continuation of above in magnetism, electricity and light. Text, same as above. Experiments 25 to 37, and 43 to 51.

Second semester, 1 hour; laboratory, 4 hours.

4. **College Physics.**—Magnetism, eletrostatics, electric heat; accompanied by appropriate laboratory exercises. Text, Kimball's College Physics.

First semester, 4 hours; laboratory, 4 hours.

4. **College Physics.**—Magnetism, electrostatics, electric currents, radioactivity, and light; with experiments. Text, Kimball's College Physics.

Second semester, 4 hours; laboratory, 4 hours.

5. **Research Physics.**—Research in electron theory and modern subjects in physics.

(Each semester, time arranged to suit.)

POLITICAL SCIENCE AND SOCIOLOGY.

Porfessor Horne.

1. **Political Science.**—This course explains the origin and theory of government, the nature of political institutions, the attributes of sovereignty, rights of citizenship, and enters into the study of some concrete examples of ancient and modern governments. Prerequisite, Sophomore standing. First semester, 3 hours.

2. **Principles of Sociology.**—The object of this course is to introduce the student to the subject of sociological science, and acquaint him with some of the leading facts underlying the social organization of which he is a member. It deals with social origins, social evolution, the nature of society in general, and undertakes a limited examination of society in the concrete. Open to all students of the University. Especially valuable to those looking to the profession of teaching or the ministry.

Second semester, 3 hours.

3. **Economics.**—This course deals with the fundamental principles of the economic system of today, such as the nature of wants, the motives of economic production, money, interest, rent, banking, corporations, trusts and monopolies, etc. Prerequisite, Sophomore standing.

(Not offered 1912-'13.) First semester, 4 hours.

4. **Corporations and Transportation.**—This course will deal with same phase of present-day economic problems. For this semester the questions of corporations, with the trusts and monopolies, and transportation will be the main topics of investigation. Prerequisite Economics 3.

(Not offered 1912-'13.) Second semester, 4 hours.

SEMITIC LANGUAGES.

Professor Taylor.

1. **Elementary Hebrew.**—The essentials of grammar are

mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Text-books, William H. Harper's Method and Manual and Elements. First semester, 4 hours.

2. **Grammar and Reading.**—The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text-books, Baer and Delitzsch's Hebrew Bible and Davis' Lexicon. Second semester, 4 hours.

3. **Historical Hebrew.**—A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books, Same as in Course 2. First semester, 4 hours.

4. **Hebrew Syntax.**—Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrews as revealed in the syntax. Text-books, Harper's Elements of Hebrew Syntax.
Second semester, 4 hours.

5. **The Minor Prophets.**—An advanced course embracing a critical study of the text in the light of their linquistic peculiarities and historical background.
First semester, 2 hours.

6. **The Minor Prophets.**—Course 5 continued with a view to the interpretation of the text and the relation of the books to other O. T. literature. Second semester, 2 hours.
(Courses 5 and 6 not offered in 1912.)

7. **Biblical Aramaic and Syriac.**—In this course the principles of Aramaic will be studied and the Aramaic portions of the O. T. read. This will be followed by the study of Syriac. First semester, 2 hours.

8. **Biblical Aramaic and Syriac.**—Course 7 continued.
Second semester, 2 hours.
(Courses 7 and 8 will not be offered in 1912.)

The Bible School

The Bible School

Faculty

E. V. ZOLLARS, A.M., LL. D.

Professor of Apolofetics and Christian Doctrine.

FRANK H. MARSHALL, A. M., Ph. D.,

Professor of Hellenistic Greek and New Testament Literature and Missions.

CLAUDE C. TAYLOR, A. M.,

Professor of Semitic Languages and Old Testament Literature, and Bible School Pedagogy.

SAMUEL H. HORNE, A. B.,

Professor of Church History.

JOHN G. BRADLEY, B. O.,

Professor of Pulpit Oratory.

The aims of this School are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are afforded in Biblical and cognate

languages, Biblical Literature, Biblical and contemporary history, Biblical Theology, theorectical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evdences. In addition to the study of the text book on Christian Evidences Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominnt place in the work of the School and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the School on subsequent pages.

Requirements for Admission.

To enter reguarly for the courses leading to the Master of Arts and Bachelor of Divinity, the student should have the degree Bachelor of Arts from this institution, or some other college or university of good standing.

I.—WORK REQUIRED FOR THE DEGREE A. M.

1. The student must pursue advanced courses of study in the Bible School for at least nine months, in residence.

2. He must complete, in a satisfactory manner, courses amounting to 30 credits; or semester hours.

3. He must choose a Major subject, and offer at least 15 credits in that department.

4. He must present a thesis, prepared under the supervision of the Major professor. The theme for the thesis must be selected and approved not later than Oct. 15. The thesis should require considerable research.

II.—WORK REQUIRED FOR THE DEGREE B. D.

1. The degree Bachelor of Divinity requires three years of advanced theological work, after receiving the degree of Bachelor of Arts.

By special arrangements with the College of Liberal Arts,

however, the student may elect one year's work from the Bible School for which he receives credit toward his A. B. degree. This leaves only two subsequent years study in the Bible School in order to receive the degree B. D.

2. The student must offer 16 credits in advanced Hellenistic and Patristic Greek; 16 credits in Semitic Languages; 8 credits in Evidences and Criticism; 8 credts in Christian Doctrine; 8 credits in Church History; 16 credits in Biblical Literature and History.

In case the student has completed certain of these required credits in the College of Liberal Arts, he must offer other subjects, elective, in their place.

3. The student must complete work amounting to 90 credits, or semester hours.

4. He must present a thesis, the preparation of which involves considerable research. The theme must be selected and approved not later than at the opening of the third year's work.

5. Of the three year's work required, at least one year, the third year, must be spent in residence at this institution.

ELECTIVE BIBLE COURSE.

Some who enter upon the work of preparation late in life, object, and they feel that they cannot afford to complete the work for the degree A. B. before beginning their immediate preparation for the ministry. To suit the needs of such students, an outline of studies has been prepared as follows.

I. Entrance Requirements.

Graduation from an approved High School, or the equivalent. For details see Entrance Requirements, College of Liberal Arts.

II. Required of All Students:

1. In the College of Liberal Arts:

(a) Rhetoric (freshman year) 8 credits.

(b) Psychology (advanced) 4 credits.

(c) Logic, 4 credits.

(d) Semitic and Hellenistic Languages, 24 credits.

(In case the student's entrance requirements lack the necessary 2 units of a foreign language, he may offer as a substitute 16 additional credits in Semitic and Hellenistic languages.

(e) Ethics, 4 credits.

2. **In the Bible School.**

(a) Christian Evidences, 4 credits.

3. **Distribution of the Courses.**

(a) 60 credits may be chosen from courses open to freshmen and sophomores, either in the College of Liberal Arts or in the Bible School.

(b) 60 credits must be chosen from courses open to juniors and seniors (advanced courses), either in the College of Liberal Arts or in the Bible School.

4. The student must offer a total of 120 credits or semester hours to complete the Elective Bible course.

5. A thesis is required, subject to the same conditions as those imposed for the degree A. B.

III.—THE DEGREE BACHELOR OF THEOLOGY.

For the completion of the Elective Bible Course, the degree Th. B. is given. This degree represents work equal in time, amount, and quality, to that required for the standard degree Bachelor of Arts. It differs from the degree A. B. only in the fact that it allows a more liberal election of Biblical subjects than is possible for the degree A. B.

Since, however, the Elective Bible Course is not a standardized curriculum, the student who receive the degree Th. B. cannot make his work a basis for the advanced degree of Master of Arts and Bachelor of Divinity. He must first complete the work required regularly for the degree A. B., before he can become a candidate for A. M. or B. D.

Definition of Credit.

A credit is one hour's recitation each week for a period

of 18 weeks. A class reciting 4 hours each week for one semester would receive four credits.

Course of Instruction

BIOGRAPHY.

President Zollars.

This is a required course in reading. At least one or two of the books recommended should be read each term until the list is exhausted. A much more extended course along the same lines can be read with profit but all ministerial students will be expected to carefully read the following works before graduation:

1. **The Life of Christ.**—We believe that there is not any study for the ministerial student that is more profitable than the study of the life of Christ. It is our purpose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.**—A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is afforded that is instructive and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. Stalker's **Life** is recommended.

3. **The Lives of Thomas and Alexander Campbell.**—The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This knowledge can best be secured by a study of the lives of those who led in this great work.

4. **Lives of the Pioneers.**—In the early days of the great Restoration Movement certain strong characters came prominently into view. They were men of striking personality and of peculiar natural endowment. They were pre-eminetly suited to the time and to the work they were called upon to perform. A study of the lives of these men will give a better undersanding of the spirit and genius of the great movement referred to than can be obtained in any other way. The Life of Walter Scott, Bartin W. Stone, John Smith, Samuel Rogers and several others can be read with much profit.

5. **Bible Characters.**—In addition to the life of Christ and the life of Paul, the lives of other prominent Bible characters should be read. Matheson's Representative Men of the Bible can be read with much profit. The purpose of this course is to study the characteristics of the great Bible characters and to group around them the Bible History, thus making it life-like and real.

BIBLICAL AND PATRISTIC GREEK.

Professor Marshall.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language pecular to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the sudent first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. An effort is made in this department to familiarize the student with the entire Greek New Tesament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; sec-

ond, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the church fathers are also studied. The student may elect four years of this work.

For statement in detail, see Hellenistic Greek, College of Liberal Arts, Greek, 5-12.

BIBLE SCHOOL OF PEDAGOGY.

Professor Taylor.

As the large per cent of the increase of our church membership comes thro' our Bible schools, and yet we are reaching only one out of five of the pupils enrolled therein, the need of more efficient service in this department of church work is apparent. To this end was this department introduced. The time has come when we recognize the need of trained teachers in the Bible schools as well as in our public schools. That Ministers, Pastoral Helpers et al. may have this training in a small degree at least we offer the following courses:

1. **Bible School Pedagogy.**—This course comprises a study of the pupil, using "Fundamentals of Child Study" by Kirkpatrick or "The Study of a Child" by Taylor, as a guide.
First semester, 4 hours.

2. **Bible School Pedagogy.**—A study of the teacher, his qualifications, methods, etc. Text: The Making of a Teacher by Brumbaugh. Reference texts: Jesus as a Teacher by Hinsdale, and Teachers and Teaching by Trumbull.
Second semester, 4 hours.

3. **History of The Sunday School.**—This course traces the pedagogical element in religious work from the earliest times to the present up-to-date Sunday School.
First semester, 2 hours.

4. **Organization of the Sunday School.**—Questions of grading and organizing a school, equipment, officers, etc., will be studied in this course. Text: How to Conduct a Sunday School by Marion Lawrence.
Second semester, 2 hours.

(Courses 2 and 3 will not be offered in 1912.)

CHRISTIAN EVIDENCES AND CRITICISM.

President Zollars.

1. (a). **Christian Evidences.**—Christian teachers and preachers have always regarded the evidences for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the Scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian college should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's **Divine Demonstration** is used.

(b) **Divinity of Christ.**—The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled, "The King of Kings," by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented. First semester, 4 hours.

2. **The Higher Criticism.**—The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text

books: **The Higher Criticism.**—Green; **The Authorship of Deuteronomy.**—McGarvey. First semester, 4 hours.

3. **Heathen Religions.**—It is the purpose of this study to present these religions, especially in their external features in contrast with Christianity. This work will be given in lecture form. Second semester, 2 hours

4. **Natural Theology.**—It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures. Text-books, **Valentine and Fisher.** Second semester, 2 hours.

CHRISTIAN MISSIONS.

Professor Marshall.

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquests of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered:

1. **Hawaii and the Philippines.**—Lectures; **The New Era in the Philippines,** Brown; and Government Reports. First semester 1 hour.

2. **India.**—Text: **The Christian Conquest of India,** Thoburn. Biographies of Carey and Judson. Second semester, 1 hour.

(Courses 1 and 2 offered during 1912-'13.)

3. **Japan.**—Text: **Sunrise in the Sunrise Kingdom,** DeForest; **Biograhy of Verbeck,** Griffis. First semester, 1 hour.

4. **Japan.**—Lectures. The instructor having spent two years as a missionary in Japan will give the results of his observations, with especial reference to the work of the F. C. M. S. A few open lectures, illustrated by stereopticon views, will be given. Supplemental work, **The Religions of Japan,** by Griffis. Second semester, 1 hour.

(Courses 3 and 4 offered during 1913-'14.)

5. **Africa.**—The work on the Congo. Text: **Bolenge,** Mrs. Dye, and **Daylight in the Dark Continent,** Naylor.
First semester, 1 hour.

6. **Islam.**—Texts by Zwemen and others.
Second semester,, 1 hour.

(Courses 5 and 6 offered during 1914-'15.)

7. **China.**—Text, **Uplift of China,** Smith; **Life of Morrison; with the Thibetans in Tent and Temple,** Rynhart.
First semester, 1 hour.

8. **General Survey of Christian Missions.**—Text-book and lectures. Second semester, 1 hour.

(Courses 7 and 8 offered during 1911-'12.)

CHURCH HISTORY.

Professor Horne.

1. **General Church History.**—Ancient and Mediæval Eras. Text Fisher. First semester, 4 hours.

2. (a) **General Church History.**—Modern Era to the present time. Text: Fisher.

(b) **The Reformation of the Nineteenth Century.**
Second semester, 4 hours.

HOMILETICS, AND PASTORAL THEOLOGY.

President Zollars.

1. **Homiletics.**—This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on he blackboard and criticised by the class and the professor, thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others as reference books. First semester, 2 hours.

2. **Sermon Outlines.**—Sermons, chiefly of an expository nature, are developed before the class and the out-

line is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to principal divisions. The aim is not only to impart hermeneutical knowledge but also to secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. **Zollars' Sermon Notes.**

First semester, 2 hours.

4. **Pastoral Theology.**—It is the aim of this study to acquaint the student with the duties devolving upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark, "an art rather than a science." It aims to instruct the student in many of the pracical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the Word. Text: Hoppin's **Pastoral Theology** and Gladden's **Parish Problems.**

First semester, 2 hours.

NEW TESTAMENT LITERATURE AND HISTORY.

Professor Marshall.

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required. Text-book: **American Standard Revised Version of the Bible.**

1. **The Gospels: Matthew and Mark.**—Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the**

Mount. Every chapter and verse must be studied in the light of the best commentaries and reference books.
First semester, 4 hours.

2. **The Gospels: Luke and John.**—Papers on selected themes, historical and expository, are presented by the student. Second semester, 4 hours.

3. **Epistles of Paul.**—Epistles studied in chronological order. Introduction, analysis and interpretation of each.
(1913-'14) First semester, 4 hours.

4. **Miscellaneous Epistles and Apocalypse.**—Doctrines of each author carefully noted, and their relation to the Gospel message as a whole, interpreted. Emphasis is placed on the unity of their teachings.
(1913-'14) Second semester, 4 hours.

5. **The History of New Testament Times.**—The History of the Jews as a nation during the Maccabean and Roman periods, from 165 B. C., to 70 A. D. Texts, Mathews, I Maccabees, with reference work in Josephus and Schurer. A careful study of **Acts of Apostles** will be included in this course. (1912-'13) First semester, 4 hours.

6. **The Canon and the Text of the New Testament.**—A discussion of the history of the text and canon, with bearing on present New Testament problems. Text: Gregory.
(1912-'13) Second semester, 4 hours.
(Courses 3, 4, and 5, 6 are given on alternate years.)

NEW TESTAMENT THEOLOGY. 66

President Zollars.

1. **First Principles.**—The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are treated, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentence, Confession, Baptism, the Holy Spirit, Christian Growth, the plea of the

Disciples of Christ, and the Christian Creed. Text-books: "The Great Salation."—Zollars; and "The Commission Executed.—Zollars are used.

Second semester, 4 hours.

2. **The New Testament Church.**—The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of he Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: Christian System, by Alexander Campbell, and The Church of Christ, by a Layman, are used.

First semester, 4 hours.

OLD TESTAMENT LITERATURE.

Professor Taylor.

1. **Old Testament History.**—This course comprises a study of the first eight books of the O. T. Special stress will be put on the study of the Mosaic Law and the Hebrew form of religious worship. First semester, 4 hours.

2. **Old Testament History.**—This course continues the work of Course 1 with a study of the Kingdom of Israel in its power, decline, and fall. I Samuel to Job.

Second semester, 4 hours.

3. **Prophets in English.**—A thorough study of the Major Prophets in their chronological order will be made.

First semester, 4 hours.

4. **Prophets in English.**—In this course the Minor Prophets will be considered in like manner as the Major Prophets in Course 5. Second semester, 4 hours.

5. **Old Testament Theology.**—A course in Old Testament Theology will alternate with Courses 3 and 4.

First semester, 4 hours.

6. **Old Testament Theology.**—See Course 5.

Second semester, 4 hours.

7. **Text and Canon of the O. T.**—Such subjects as canonicity, text, manuscripts, translations, versions, and languages of the Bible will be studied.

First semester, 4 hours.

8. **Semitic History.**—This course comprises a study of the nations contemporary with Israel together with the evidences from the monuments of Egypt, Babylonia, and Assyria. Second semester, 4 hours.

OLD TESTAMENT THEMES.

President Zollars.

1. (a) **The Pentateuch.**—This work consists of a study of the books of the Pentateuch, the aim being to discover the leading purpose of each book. The question of authorship and date will also be considered. The broad general divisions of the separate books will be pointed out. "Beginnings" as revealed in Genesis will be discussed. Text-book: The Word of Truth.—Zollars.

First half second semester, 4 hours.

(b) **Hebrew Prophecy.**—The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book: Hebrew Prophecy.—Zollars. Second half second semester, 4 hours.

Summary of work of President Zollars:

I. Session of 1912-'13.

First Semester.	Hrs.	Second Semester.	Hrs.
Higher Criticism (Green)	4	Logic	4
Authorship of Deuteronomy (McGarvey)	4	Great Salvation and Commission Executed	4
Homiletics: Theoretical and Practical	4	Sermon Outlines	2
Pastoral Theology	2		

II. Session of 1913-'14.

First Semester.	Hrs.	Second Semester.	Hrs.
Christian Evidences and King of Kings	4	Word of Truth and Hebrew Prophecy	4
Church of Christ and N. T. Theology	4	Logic	4
Sermon Outlines	2	Natural Theology	2

PUBLIC SPEAKING.

Professor Bradley.

Next in importance to the message of the preacher is the manner in which it is delivered. For full information, see Oratory, School of Fine Arts.

SEMITIC LANGUAGES.

Professor Taylor.

Since a knowledge of the Old Testament is necessary to the understanding of the New and the Old Testament was written in Hebrew a working knowledge of Hebrew, at

least, is necessary to every minister who would be able to use the best commentaries and other reference works.

Every student is therefore urged to take at least two years of Hebrew.

For description of courses see College of Liberal Arts.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible School, facilities are provided for the training of Church workers, pastoral helpers, singing evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS.

	Hrs. throughout the year.
English Bible, Old Testament	4
English Bible, New Testament	4
History of Teaching of the Disciples of Christ	2
Sacred music and choral singing	2
Sacred Music and Choral Singing	2
Solo Singing	2
History of Missions	1
Bible School Pedagogy	4
Typewriting and Stenography	4

Each student is expected to take 16-18 hours per week, and may elect any of the above studies.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Suporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seen s practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Pulpit Supply.

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collect all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach.

The Ministerial Association.

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is $1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the association.

The Executive Committee consists of two professors and the officers (students) of the association. To this committee has been assigned the work of pulpit supply. No student is allowed to preach until his advancement and ability are adequate. Churches needing preachers are invited to cor-

respond with the committee. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Note:—Every ministerial student is required to join the Association, and attend the weekly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. Board and room is offered for the entire school year, 36 weeks, for $110. This can be paid by the students or a limited number can borrow from our loan fund a sufficient amount to cover the expense. A number of churches in Oklahoma and Kansas have each agreed to furnish enough to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school at the rate of $10.00 a month. No interest is charged on the money while the student is in school, but 6 per cent. will be charged after the student leaves school until the money is paid back.

School of Education
and
University High School

School of Education

Faculty

ELY V. ZOLLARS, LL. D., President.
Advanced Psychology.

*ARTHUR F. REITER, M. S.,
Higher Mathematics and Physics.

*SAMUEL H. HORNE, A. B.,
History and Theory of Education.

*CLAUDE C. TAYLOR, A. M.,
Pedagogy.

*ANDREW G. SMITH, A. B.,
Higher English.

*JOSEPH SMITH, A. B.,
Advanced Latin and German.

GUY K. STANTON, A. M.,
Biology and Chemistry.

†MAUDE W. MARSHALL, A. B.,
History, Natural Sciences.

†WILLIAM L. E. SHANE, A. B.,
Mathematics and English.

**W. ALVIN BOTTS, B. Acc'ts.
Commercial Branches.

†WILLIAM M. LeMAY,
Elementary Psychology and English.

EUGEN A. HÆSENER,
Music.

JOHN G. BRADLEY, B. O.,
Oral English.

Drawing.

*Professor in College of Arts.
**Instructor in Commercial School.
†Instructor in High School.

PURPOSE AND METHOD OF THE SCHOOL.

The School of Education is organized along with the other schools of the University to prepare students thoroughly for positions in our common schools and high schools as well as for principals, departemnt instructors and superintendents.

Students will be prepared to enter the state and county teachers' examinations for all grades of teachers' certificates.

The primary object of the School of Education is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology, etc., besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach; hence we confidentially advise students to make liberal use of this work in choosing their electives. In pursuing this course, there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus rendering it invaluable to the teacher as well as to the business and professional man.

In the following outlines of work, the purpose has been to cover every subject required by the Board of Education for certificates to teach in the public schools.

AN APPROVED INSTITUTION.

The State Board of Education has placed Oklahoma Christian University on the list of approved institutions of learning as the following letter from one of the State officials shows:

Pres. E. V. Zollars, Enid, Okla.

My Dear President:—I take pleasure in informing you that your institution was placed upon the accredited list for State Certificates and that your graduates who have taken

twenty hours in Psychology and Pedagogy will be given a certificate of the same sort as that granted to the University of Oklahoma.

(Signed.) A. C. PARSONS,
State Inspector of High Schools.

SPRING TERM—REVIEW FOR TEACHERS.

For the benefit of teachers whose schools close in the early spring, arrangements have been made for special review. These reviews are complete, covering the most important principles of the entire subjects.

Full information will be given on application. Those interested in these reviews should write for the University Bulletin, January Number, 1912.

CURRICULUM.

With a large part of the faculty of the College of Arts, High School, Commercial School, and special departments available to teach in the School of Education, the University is prepared to offer all subjects required for the various certificates to teach in the common schools and high schools of the State of Oklahoma.

The following subjects are required:

For Primary Certificates.

Agriculture, Arithmetic, Domestic Science, Drawing, Geography, History of Education, History and Civics of Oklahoma, Hygiene and School Sanitation, Language, Music, Nature Study, Orthography, Penmanship, Physical Training, Primary Methods, Primary Reading, Psychology, School Laws of Oklahoma, School Management.

For Intermediate and Grammar Grade.

Agriculture, Elementary Algebra, Arithmetic, Bookkeeping, Civil Government, Composition, Domestic Economy, Drawing, English and American Literature, English Grammar, Geography, General History, History of Education, U. S. History, History and Civics of Oklahoma, Music, Methods

and Management, Penmanship, Psychology, Physiography, Physiology, Physics, Reading, Schools Laws of Oklahoma.

For General High School Certificate.

For General High School Certificate, in addition to the requirements for the Intermediate and Grammar School grades, the following shall be added: High School Algebra, Botany, Chemistry, Geometry, (plane and solid), English History, Latin or German and French, Philosophy of Education, Political Economy and Zoology; provided, that grades on Intermediate and Grammer Grade Certificates may be applied on the General High School Certificate.

For full description of the above courses of study, the student is referred to "Courses of Instruction in the College of Liberal Arts, High School, Schools of Business, and Fine Arts."

University High School

Faculty

ELY V. ZOLLARS, A. M., LL. D.,
President of the University.

MAUDE WAITE MARSHALL, A. B.,
Instructor in History and Natural Science.

WILLIAM L. E. SHANE, A. B.,
Instructor in Mathematics.

WILLIAM M. LeMAY, A. B.,
Instructor in English.

FRANK L. CRAFFTS, A. B.,
Instructor in Latin and Modern Languages.

CHARLES M. PRATER, B. Accts.
Instructor in Commercial Subjects.

Instructor in Drawing.

THE HIGH SCHOOL.

The University High School covers the work done in other first-class High Schools, whose curricula embrace four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, there have been exceptional cases in which the four years' work has been completed in three years. Students are advised, however, to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of other first-class High Schools. The holder will be admitted to the freshman year of this College of Liberal Arts without examination.

Entrance Requirements.

Students coming from other schools must present evidence at time of entering that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

Work Required for Graduation.

1. **English.**
   (a) Academic Grammar and Composition ..... 1 unit
   (b) Rhetoric ..... 1 unit
   (c) English or American Literature ..... 1 unit
2. **Mathematics.**
   (a) Elementary Algebra ..... 1 unit
   (b) Plane Geometry ..... 1 unit
   (c) Advanced Algebra ..... ½ unit
3. **Physics** ..... 1 unit
4. **History.** (Ancient History recommended) ..... 1 unit
5. **One Foreign Language** ..... 2 units
   (Latin, German, French, or Greek.)
6. **Free Electives,** chosen only from the subjects described in Courses of Instruction ..... 6½ units

Total, required for graduation ..... 16 units

Definition of High School Credit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a sub-

ject reciting five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

CURRICULUM.

The following curriculum conforms to the requirements of the North Central Association of College and Secondary Schools. Subjects marked * are required of all students.

FIRST YEAR.

Subjects	No. hrs. Per Week.
*El Algebra, one unit	4
*Adv. Grammar and Composition, one unit	4
Physiography, one unit	4
First Year Latin, one unit	4
Agriculture and Commercial Geography, one unit	4
or	
Free hand Drawing, one-half unit	2

SECOND YEAR.

*Plane Geometry, one unit	4
*Rhetoric and Composition, one unit	4
Ancient History, one unit	4
Latin, Second year Cæsar, one unit	4
or	
German, First year, one unit	4
Free hand Drawing, one-half unit	2

THIRD YEAR.

*English Literature, one unit	4
Solid Geometry, and *Adv. Algebra, one unit	4
Modern History, one unit	4

Physiology, one unit ----------4
German, Second year, one unit----------4
French, First year, one unit ----------4
Mechanical drawing, one-half unit ----------2
(Choose four units).

FOURTH YEAR.

Plane Trigonometry, one-half unit ----------4
American History and Government, one unit----4
Psychology and Pedagogy, one unit ----------4
*Physics, one unit (3 hours, 4 hours laboratory)-7
American Literature, one unit ----------4
French, Second year, one unit ----------4
Mechanical drawing, one-half unit ----------2
(Choose four units).

Electives from the Commercial Branches.

Not more than two units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

Total Electives from Vocation Subjects.

Of the 16 units required for graduation, a total of three units may be chosen from the following: Free hand Drawing, one-half or one unit; Mechanical Drawing, one-half or on unit; Commercial Branches, (see above) two units; Agriculture, one-half or one unit; Commercial Geography, one-half unit; Domestic Science, one-half or one unit; Psychology and Pedagogy, one-half unit each. 13 units must be chosen from other than vocational subjects.

ENGLISH.

First Year.

A. Advanced Grammar and Composition.—Text, Maxwell's Advanced Grammar. An advanced course in gram-

mar and composition, based upon, not substituted for a thorough grammar course in the grades. Exercises in composition and reading of Silas Marner, Lady of the Lake, and Rime of the Ancient Mariner are supplementary to the grammary study. First semester, 4 hours.

(Note: For students who are deficient in common school grammar a special class will be provided for which no credit will be offered.)

B. Advanced Grammar and Composition.—Course A completed. Reading of Merchant of Venice, Treasure Island, and Vision of Sir Launfal.
Second semester, 4 hours.

Second Year.

C. Rhetoric and Composition.—Text, Herrick and Damon's New Composition and Rhetoric. A thorough drill in the principles of rhetoric and in the practice of composition. Themes weekly. Classics: Ivanhoe, Burke's Speech on Conciliation, DeCoverley Papers. First semester, 4 hours.

D. Rhetoric and Composition.—Course C continued. Classics: Macbeth, Tale of Two Cities, House of the Seven Gables. Second semester, 4 hours.

Third Year.

E. English Literature.—Texts, Pancoast and Shelley's First Book in English Literature, Pancoast's Standard English Poems. A study of the history of English Literature, and of the great authors from Chaucer to Pope. All classics required by the Uniform College Entrance Requirements not provided for elsewhere will be read.
First semester, 4 hours.

F. English Literature.—Course E continued. Study of authors from Pope to Kipling. Second semester, 4 hours.

Fourth Year.

G. Amrican Literature.—Text, Brander Matthews. Classics required for College Entrance. First semester, 4 hours.

H. American Literature.—Course G concluded.
Second semester, 4 hours.

Note: Courses A to D and E. F. or G, H required.

EDUCATION.

A. Psychology.—An elementary course in psychology is open to high school students in the fourth year. Text, Tichenor's Primer, supplemented by assigned readings in other authors. First semester, 4 hours.

B. Pedagogy.—A course in methods and management. Text, Bagley. Courses A and B should be taken by all who are preparing to teach. Second semester, 4 hours.

FRENCH.

Beginner's Course.

A. Elementary.—French course, Fraser and Squair, Syntax and composition. Sight reading of Guerber's Contes et Legendes, Part I Fontaine's Livre de Lecture et de Conversation. First semester, 4 hours.

B. Fraser and Squair, completed. Guerber's Contes et Legendes, Part II. Bacon's Une Semaine a Paris. Conversation. Second semester, 4 hours.

Advanced Course.

C. Edgren's French Grammar, Part II. Fraser and Squair, Composition. Daudet's Trois Contes Chosis, Le Balle Nivernaise, Tartarin de Tarascon, Sand's La Petite Fadette, Dumas, La Tulipe Noire.
First semester, 4 hours.

D. Snytax, conversation, writing from dictation, Longmare's French Composition. Reading About Le Roi des Montagues, Victor Hugo; La Chute; Hernani, Ruy Blas, La Brete Mon Oncle et Mon Cure. Davis' Scientific French.
Second semester, 4 hours.

GERMAN.

1. Beginners' Course.—Text, Bacon's German Grammar. A study of the principles of German syntax.
First semester, 4 hours.

2. Beginners' Course.—Course 1 completed and reading of one hundred pages of easy prose.
Second semester, 4 hours.

3. Second Year German.—Reading of Freytag's Die Journalisten, Schiller's Wilhelm Tell. Composition and conversation. First semester, 4 hours.

4. Second Year German.—Reading of Lessing's Minna von Barnhelm, Goethe's Hermann and Dorothea. Composition and conversation. Second semester, 4 hours.

HISTORY.

Second Year.

A. Ancient History.—A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World.
First semester, 4 hours.

B. Ancient History.—History of Rome, and chief events of the early middle ages, down to the death of Charlemagne (814). In courses A and B the student is required to prepare historical outlines and maps, and to read about 200 pages of collateral material. West's Ancient World completed. Second semester, 4 hours.

Third Year.

C. Mediæval and Modern History.—European history from the death of Charlemagne. Text, West's Modern World. First semester, 4 hours.

D. Modern History.—European history continued to the present time. Required reading of 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Fourth Year.

E. American History.—Text, Channing's Students History of the United States. This work must not be taken before the third year, and the student is advised to take it during the fourth. This course includes a study of the history of Oklahoma. First semester, 4 hours.

F. American Government.—Text, Ashley's American Government. A knowledge of the chief organs of local, state and national government, together with their historical development. This course includes a special study of Oklahoma Civics. Open to third and fourth year students. Second semester, 4 hours.

LATIN.

First Year.

1. Beginners' Course.—Text, Gunnison and Harley. A study of the principles of Latin syntax. First semester, 4 hours.

2. Beginners' Course.—Continuation of Course 1. First Latin Book concluded and reading of first fourteen chapters of Caesar's Gallic War. Composition. Second semester, 4 hours.

Second Year.

3. Cæsar.—Reading Gallic War, Books II and III. Prose composition. First semester, 4 hours.

4. Cæsar.—Continuation of Course 3. Reading of Books IV and V, and completion of Book I from fifteenth chapter. Second semester, 4 hours.

MATHEMATICS.

First Year.

A. Algebra.—Fundamental operations, factoring, fractions, and an introduction to simple equations. Text, Milne's Academic Algebra. First semester, 4 hours.

B. Algebra.—Simple and simultaneous simple equations; involution, evolution, theory of exponents, radicals, and quadratic equations. Text, Milne's Academic Algebra.
Second semester, 4 hours.

Second Year.

C. Plane Geometry.—Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized. Text, Shutt's Plane Geometry. First semester, 4 hours.

D. Plane Geometry.—Comparison and measurement of polygons, regular polygons, and circles; and a complete review of the entire subject by the demonstration of original propositions. Text, Shutt's Plane Geometry.
Second semester, 4 hours.

Third Year.

E. Solid Geometry.—Lines, planes, polyhedrons, spheres, and original propositions. Text, Shutt's Solid Geometry.
First semester, 4 hours.

F. Advanced Algebra.—Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients determinants, and graphic algebra. Text, Milne's Academic Algebra.
Second semester, 4 hours.

Fourth Year.

G. Plane Trigonometry.—Functions of an angle, emphasizing the relation of the natural functions to plane geometry; trigonometric analysis, solution of triangles by the use of the natural functions and also the logarithmic functions. First semester, 5 hours.

NATURAL SCIENCES.

First Year.

A. Physiogrhphy.—The earth as a member of the solar system; its form, size, movement; the origin, development,

and classification of land forms and their casual relations to social and economic conditions. Observational work required. Text, Dryer's Physiography.

First semester, 4 hours.

B. Physiography.—Dryer's text completed. An easy text in elementary geology is used, showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts, Shaler, and Heilprin. Note book and drawings required.

Second semester, 4 hours.

C. Agriculture.—General farm problems, mechanics, soil conditions; study of representative breeds of horses, cattle, sheep, and hogs. Texts, Wilkinson's Agriculture, and Plumb's Types and Breeds of Farm Animals.

First semester, 4 hours.

D. Commercial Geography.—An advanced course, requiring as prerequisite a thorough knowledge of Political Geography. Text, Gannet, Garrison, and Houston.

Second semester, 4 hours.

Third Year.

E. Physiology.—The following subjects are presented: bones, muscles, foods, digestion, blood and its circulation, excretory organs, nervous system. Note book and drawings are required. Texts, Blaisdell, supplemented by Conn and Budington's Advanced Physiology.

First semester, 4 hours.

F. Physiology.—Continuation of Course E. Special senses, throat and voice, accidents and emergencies, narcotics and stimulants. Much time is devoted to experimental work. A good manikin and skeleton, also charts are available. Second semester, 4 hours.

Fourth Year.

G. *Physics.—An elementary treatment of measurement

and mechanics of solids, fluids, gases, heat and sound. Text course combined with laboratory course embracing 29 experiments. Texts, Millikan and Gale's First Course in Physics, and A Laboratory Course in Physics.

First semester, 3 hours; laboratory, 4 hours.

H. *Physics.—A continuation of preceding Course treating, magnetism, electricity, and light. The accompanying laboratory course embraces 22 experiments. Texts, Same as above. Second semester, 3 hours; laboratory, 4 hours.

*Note:—The apparatus for above laboratory courses is selected for the particular experiments outlined in the above named laboratory manual, and is practically identical with that used by the University of Chicago for the same course. All experiments must be performed and acceptably recorded before these courses will be credited.

Vocational Subjects.

For Drawing and Commercial branches, the student is referred to these special schools for description of the courses offered.

School of Business

School of Business, Short Hand and Pen Art

Faculty

E. V. ZOLLARS, A. M., LL. D., President.

C. M. PRATER, B. S., M. Acc'ts.

Shorthand Department, Typewriting, Mimeographing, Tabulating, etc.

P. A. BOTTS, B. Acc'ts.
Business Department, Banking, Clearing House, and Office Work.

W. A. BOTTS, B. Acc'ts.
Pen Art Department.

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Commercial Branches.

*To be supplied.

School ot Business

COURSE OF STUDY.

COMMERCIAL LAW. RAPID CALCULATION.
ENGLISH. SPELLING.
COMMERCIAL ECONOMICS. ARITHMETIC.
LETTER WRITING. PENMANSHIP.
PARLIAMENTARY LAW. SALESMANSHIP.
COMMERCIAL GEOGRAPHY. ADVERTISING.

SINGLE AND DOUBLE ENTRY BOOKKEEPING.
ACTUAL BUSINESS PRACTICE IN BOTH NATIONAL AND STATE BANKING AND CLEARING HOUSE,
AND ALL FORMS OF CORPORATION WORK AS COMMISSION, FREIGHT, WHOLESALE AND RETAIL HOUSES, REAL ESTATE, INSURANCE,
LUMBER, ETC., TYPEWRITING.

DETAILED DESCRIPTION OF THE BUSINESS COURSE.

This course is for the purpose of giving the students in the shortest possible time a thorough practical knowledge of the Arts and Sciences of Business. We ask you to compare our course of study and rates with similar courses in other reputable schools. This is a thoroughly practical course in every respect. We are now living in a very practical age and if we wish to be in line with those who are winning in the race of life, we must have a general knowledge of business affairs. We need more business men in the Ministry, in Congress and at the head of all public in-

stitutions, and until we get them there we cannot hope to have these great questions solved satisfactorily. A great deal of this knowledge can be obtained in a thorough business course. In our work we are always abreast with the most up-to-date business houses in the country and when something good comes along we immediately arrange our courses to meet its demands.

OUR METHOD OF TEACHING.

You will first lease at the Real Estate Office, by obtaining the proper papers, a desk, which you will use as your place of business. You will now begin your work by buying from and selling to the other students of the college and offices of the school, merchandise, such as used by the business in which you are engaged, receiving an invoice and giving in exchange a check, on the bank with which you are doing basiness, notes, drafts or on account as the case may be. You will now make a record in your books of these transactions. The first set of books is very simple. The main thought in this set is to become familiar with the terms of Debit and Credit. From time to time, as you advance with the course new ideas and items are added as you are capable of receiving them. You will also learn, by filling and using, as you proceed with your work, the use and benefit of such commercial papers as Checks, Notes, Drafts, Bills of Lading, Way Bills, Leases, Deeds, Mortgages, Articles of Incorporation, Bonds, Stock Certificates, and all forms of Contracts. We maintain a Market Board which we take from the daily papers, thus keeping up-to-date in our work. At certain intervals you will take a trial balance, make out a financial statement of the business, with your profits and losses, fill out Balance sheet and close your Ledger.

After you have completed the work as outlined in the textbook, you will take charge of one of the offices of the school which gives you the knack of doing business with people. You will see by this method that our work is Actual Business from the start. It is not a lot of dry facts but an interesting work in which you learn to do by doing. This method is used by the very best Business Colleges in

our country, and we are trying to keep our school at the front of the procession. If you want a diploma in three or four months this is not the place to get it. But if you want to prepare for the most exacting and the high salaried positions in the business world, and gain some knowledge that will last as long as reason exists attend the University Business College, and complete its course of study.

Our Offices which are only briefly described, consist of the following:

College National Bank.

This bank is organized according to the national banking laws. The teachers act as President and Cashier. You in turn as you advance with your work, take the position of Discount Clerk, Collection Clerk, Remittance Clerk, Paying Teller, Receiving Teller, Individual Bookkeeper, General Bookkeeper, Assistant Cashier, and Vice-President. In the different positions you will make out your daily reports of the business of the day. The Assistant Cashier takes charge of all reports, making his report to the Cashier from them.

The books that will be found in this bank are practically the same as those in the most modern national banks of today. They consist in part as follows: A General Ledger, a Paying Teller's Cash Book, a Receiving Teller's Cash Book, a Discount Register, a Discount Tickler, a Collection Register, a Collection Tickler, a Certificate of Deposit Register, a Certificate Check Register, Remittance Register, Balance Book, Signature Book, etc

The University State Bank.

This Bank is organized in compliance with the laws of the State of Oklahoma. The books used in this bank are similar to those in the national bank but more applicable to a smaller bank. In this bank you will hold several different positions at the same time, which is true of an employee of a small bank.

The books in these banks are more complicated than those found in half the banks in the country. We have

spared nothing to make this the strongest banking course offered by any Business College in the State or Southwest.

We have a clearing house through which all the business relations of the two banks are adjusted. This is something that is not found in the average Business College. The Principal of this department has had several years experience in the banks, clearing houses and business houses of one of the largest cities of the West and can teach it from actual experience as well as theory. After completing our banking course you will not be the least bit bothered upon entering any real bank.

Wholesale Office.

This office is very complete. Here we use the voucher system to keep records of salesmen, etc. This set of books consist mainly of a Spcial Cash Journal, Invoice Book, Sales Book, Bill Book, Ledger, Report Book, etc., besides all forms of blanks used in the regular business, such as notes, checks, drafts, bills, statements, etc. We have tried to make this as complete as any office can be.

Retail Office.

In this office we have a more simple set of books. The other equipments are, however similar to those of the wholesale office. These books are more nearly like those used by the smaller business houses.

Commission, Fright, and Insurance.

Here you will become acquainted with the systems of books used by the different lines of business named above. Space will not permit us to explain these in detail. We assure you however that the very best methods are used.

Real Estate.

The Real Estate business has become one of the leading enterprises of our country. No Business Course is complete without a study of this important brnach. In this office we keep a complete file system of records the same as those used by most Real Estate firms. In here will be found the Notary Public of th School.

Postoffice.

We use this office for the students to send and receive the letters, etc., which are used in their work.

COMMERCIAL LAW.

The aim of this subject is to acquaint the student with those features of law that every business man should understand, and without which he is ever embarrassed in his business career. It is not the object of our instruction in this subject to prepare students for the legal profession, but to fit them for business life. Students in this subject become familiar with those things regarding commercial paper, contracts, etc., which everybody should know. The utility of understanding the common, everyday principles of law, both civil and commercial, is easily obvious, and he who has a good understanding of law will not be likely to violate them.

Rapid Calculation.

From this exercise the student is expected to become rapid and accurate in Addition, Interest, Discount, etc. In this age the knowing how to solve problems is not enough. It is rapidity and accuracy that are demanded. For this reason we consider it of so much importance that we will not graduate a student unless he can add at least one hundred figures a minute. The man who can add a column quickly and compute discounts mentally is in demand.

Grammar.

In this we teach not only the technical forms of the English language, but the practical use of it. We do away with the perplexing formality that comes in the ordinary grammar class, and give instead, in a practical way, the things that a student will need and use. In this class students will learn more of the use of English in six weeks than they would in six months in the ordinary grammar class.

Spelling.

This is the one branch by which our education and ability is often measured. How often you are asked to put your application for a position in writing, when, to the horror of the one addressed, he finds many common words misspelled, and you will wonder why you did not get the position! This is one of the branches in which the average American is deficient, and to do away with this embarrassment we sustain a class each term. We use a text-book which deals with the practical words in use at the present day.

Commercial Arithmetic.

In this Arithmetic we give our attention wholly to Percentage, Interest, Bank Discount, Trade Discount, Exchange, Partial Payments, Averaging Accounts, Commission and Brokerage, Partnership Settlement, Stocks and Bonds, etc. In teaching this, we will not use the analytic method, but solve the problems as a business man would solve them. You are expected to have a common-school knowledge of Arithmetic before you take up this class.

Letter Writing.

In this branch the student familiarizes himself with such points regarding the requisites of correspondence as will enable him to construct, arrange, paragraph, and punctuate a letter properly, so that it will convey the meaning intended by the writer without his being misunderstood. In this the crude writing and uncertain composition of the beginner are soon changed; and at the end of the course he is able to express his thoughts more clearly and to arrange them in a more approved form. A well-written letter is often the turning-point in the life of a young aspirant for honor, and many a man owes his success to his acquaintance along this line.

Business Writing.

This is one of the requirements of the bookkeeper of today. He cannot hope to get a position and hold it un-

less he writes a plain, rapid hand. We are especially prepared to teach this subject. We have a man who gives special attention to this work. It has been unwisely crowded out of some schools, hence we give it special attention. See our Pen Art Course, etc., for a more complete description of this work.

Parliamentary Law.

In this subject we treat of the organization of literary and debating societies, public meetings, and general assemblies, the duties and privileges of officers and members, and all that pertains to the work as it comes to the ordinary business or professional man. The knowledge thus gaind is put into practice in the class room and in the debating societies.

Salesmanship.

This is a new subject in the business course. We have added it to our work because it is practicable. We are determined that no good thing that makes a first class business course shall be omitted from ours. This subject deals with the psychology of business. It treats on such matter as approaching people on business. It is based upon the principle that you cannot approach two people in the same manner and get the same results. This not only treats of the salesman with a grip but also the salesman of ability, etc. The Doctor, Minister, Lawyer, and practically all the professional men have ability to sell. The better they can handle this end of the profession the more successful they will be in their work. We take up the subject of the different kinds of customs with which we have to deal, the thing we have to sell, the house which we are representing, and the salesman himself; to sum it all up it is learning personality in business. Some schools are charging $25.00 for this course alone, it is worth it to any one, no matter what line of work he expects to engage in. We are going this free of charge to the students, either Business, Shorthand or Pen Art.

Advertising.

That advertising pays, has been well said, that the advertising business is the big end of any business is true. In this course we take up the subject of advertising campaigns, as they are carried on by the larger companies and most successful business men of today. This course alone is worth the price of the tuition of our entire Business Course to any one expecting to engage in business. It is given free of charge with our work.

School of Shorthand

COURSE OF STUDY.

PRACTICAL GRAMMAR. LETTER WRITING.
BUSINESS FORMS. BUSINESS PENMANSHIP.
PARLIAMENTARY LAW. SPELLING.
SALESMANSHIP. TYPEWRITING. SHORTHAND.
DICTATION. TRANSCRIBING FROM NOTES.
ACTUAL OFFICE WORK.

OUR METHODS OF TEACHING.

In this work you will first take up the letters of the alphabet, learning the characters which compose them. These are then worked out into small words which gradually get larger and more complicated as the pupil advances. After you have learned this important branch you will take up short sentences. This is gradually worked into body writing and other sentence matter. After you have done this work you are put into a dictation class, in which you take dictation of the teacher.

After acquiring sufficient speed and accuracy you will take up the subject of different lines of business, and deal with each one separately. For instance, hard-ware, merchandise, railroad, law, etc. You will then take up court reporting and more difficult work of this kind. After acquiring the speed of 125 words per minute you will take dictation of the different professors and do the actual office work of the school. In this way when you leave school you will be accustomed to the many different things that con-

front you at any up-to-date office. This office work really puts the finishing touch on our short-hand students. They learn to take dictation from different people which they must become accustomed to do in actual business.

JUST WHY WE TEACH GREGG SHORTHAND IN PREFERENCE TO EVERY OTHER SYSTEM.

Because we want our students to have the very best in everything, and in order to give them the best in shorthand we must give them the Gregg. We are unalterably convinced that Gregg Shorthand is the best system for any one to learn and to write.

That we did not arrive at this firm conclusion hastily or without knowing all about the merits and demerits of practically every other shorthand system taught or practiced is highly important to you as a prospective student, because, to use an every-day phrase, "We know what we're talking about."

Before adopting Gregg Shorthand, Professor Prater not only knew and was quilified to teach, but actually did write and teach a number of the other systems of shorthand, such as the Pitman, Byrne Simplified, etc. He has also written a system of his own.

In comparison with the Gregg system all the Pitmanic systems are discouragingly difficult. Only those gifted with the natural bent toward shorthand writing are capable of learning the Pitmanic systems at all, and only the very small minority ever acquire reporting speed in writing these systems or ease and rapidity in reading their notes after they are written. The greater complexity and intricacy of the Pitmanic systems cause many to give up in despair all hope of ever really mastering them.

On the other hand, the so-called "easy" systems, such as New Rapid, Chartier's, Electric, Byrne Simplified, Pernin, and the like are so "easy" that they are crude, and it is

almost impossible to accomplish anything with the art of shorthand writing by their aid. To "take down" speedy dictation in these systems is almost impossible. Accuracy in reading the notes so taken is indeed problematical. That practically none of the well-known shorthand writers of the world are writers of these systems illustrates more convincingly than anything we can say their weakness and total incompleteness.

Our investigation of Gregg Shorthand convinces us that it is easy to learn, easy to write, and easy to read after you have written it. Our experience with the system since its adoption not only confirms our original opinion of the system, but this experience proved to us conclusively that our original estimate of Gregg Shorthand was entirely too modest, and that its superiority over the Pitman and other systems was much greater than we thought possible.

Do you doubt that it is the speediest shorthand system extant? Then read this and relieve your doubt:

In the World's Championship Shorthand Speed Contests of the National Shorthand Reporters' Association at Buffalo, August, 1911, Mr. Charles L. Swem establishes a world's record for accuracy on difficult straight matter at high-speed dictation, being 99.6 per cent perfect, in competition with the fastest writers in the world.

The official report of the committee, consisting of fourteen writers of geometrical (Pitman) shorthand, says:

"In looking over the records of the past we find that the previous accuracy record was that of Miss Tarr, made in Washington in a contest held by the Eastern Commercial Teachers' Association, in 1910, when she wrote at the rate of 225 words per minute with an accuracy record of 99.4 per cent. This record on straight matter is now broken by Mr. Swem, who on the 237 test, has made but three errors, giving him 99.6 per cent accuracy.

Mr. Swem, who is but eighteen years old, and Miss Tarr, also only eighteen, are both writers of Gregg shorthand.

Just consider how amazingly easy to learn, easy to write, and easy to read Gregg Shorthand must be to enable a young man and woman to walk off with all the honors for two years hand-running, despite all the long-experienced, the hard-earned skill of the very best writers of other systems that could be pitted against them.

Each of these young writers of Gregg Shorthand only started to study the system about three years ago. Yet in one or more of the contests, Mr. Swem defeated Mr. Clyde H. Marshall, thirteen years' experience, writing Graham Pitmanic Shorthand, an official reporter in New York City; he vanquished Mr. Willard B. Bottome, seventeen years' experience, writing Graham Pitmanic Shorthand, an official reporter in New York City; he surpassed Miss Nellie M. Wook, twenty years' experience, writing Isaac Pitman Shorthand, an official reporter in Massachusetts; he beat Mr. Nathan Behrin, seven years' experience, writing Isaac Pitman Shorthand, a court reporter in New York City; he surpassed J. D. Carson, six years' experience, writing Graham Pitmanic Shorthand, a court and convention reporter in Chicago; he exceeded the best record of H. W. Anstie, fourteen years' experience, writing Benn Pitman Shorthand, an official reporter in New York; and he put in the shade the best record of J. B. Faulkner, seventeen years' experience, writing the Graham-Pitmanic system, an official reporter from Kentucky.

It should be noted that there were no New Rapid, Chartier, Byrne Simplified, or Pernin writers in the contest at all. We wonder why?

Let these facts sink deep into your mind. Understand their significance. Comprehend how clearly they demonstrate beyond the slightest doubt that Gregg Shorthand is superior to any other system of shorthand writing.

Here's a boy—eighteen years old—started to study Gregg just three years ago; has had no reporting experi-

ence; and, through the marvelous speed possibilities of the Gregg System, goes into open competition with the country's experts and breaks the World's Record on Jury Charge by ten words per minute, writing the almost incredible amound of 237 words per minute for five consecutime minutes!

Is it any wonder that when Gregg Shorthand demonstrates its infinite superiority in this striking manner—and does it not once, but over and over again, year after year, that it is today adopted by, recommended by, taught by, enthusiastically advertised by, more schools and colleges than any other three systems combined?

Just think of it! This shorthand system, barely more than fifteen years old, has been adopted, after most careful scrutiny and exhaustive tests, by more than three times as many business colleges and schools as teach Pitman, New Rapid, and Byrne Simplified, or any other three systems in existence, though all of these systems had every chance in the world to prove their superior value (which they do not possess) to every business college proprietor from Dan to Beersheba.

Can there remain in your mind one atom of doubt that Gregg Shorthand is, unquestionably, the very best system of shorthand for you to learn—in order that you may gain the greatest speed, the greatest salary, the greatest success?

Of equal, if not greater, importance is the suggestion: Gain your instruction in Gregg Shorthand in the University Business College!

The knowledge and skill the student gains of any system depends almost solely on the grade of instruction given, on the care taken, and on the ability of the instructor to arouse interest and enthusiasm,—and surely it is no idle boast that the University Business College does possess a faculty that is of the highest grade, that does exercise the greatest degree of care, and that does possess in the greatest measure the ability to actually arouse the student's interest and enthusiasm.

Its record sustains those claims.

GREGG SHORTHAND HAS MADE GOOD.

For a detailed description of the branch subjects of this course, see Business Course.

TYPEWRITING.

We teach the touch system, or as some call it, the Piano System. You write from shorthand notes without looking at the machine. This system gives the best results of any we know of, if it were not true we would establish that which is best.

SCHOOL OF PEN ART.

Course of Study.

This course embraces Rapid Business Writing, Abbreviated, Ornamental, Ladies' Hand, Running Hand, and Artistic Writing, Engrossing, Engravers' Script, and Round Hand, Pen and Mechanical Lettering, Showcard Writing, Pen and Wash Drawing, Ross Board Work, Cartoon Work, Water Colors, Chalk Talk, and preparing all kinds of Pen Work for reproduction.

If a student wants Penmanship, the best and cheapest plan is to settle for the full course on entering.

THE PURPOSE.

This course is for the purpose of preparing persons of either sex in the most thorough, practical and modern manner as penmen, teachers of penmanship and drawing, artists, illustrators, engrossers and designers of testimonials, resolutions, letterheads, title pages, showcard writing, etc., and to satisfy the innate love for beautiful penmanship and drawing. It is worth the price of the course to be able to decorate your home with your own specimens.

ADVANTAGES.

This school has a Penmanship Department, exclusively

presided over by Prof. Botts, who is a graduate of the leading school of Pen Art in America.

Everything is arranged for the best interest of the pupils. No one can do better than to attend this school. This institution acknowledges no superior in the country.

The walls of the Pen Art Hall are decorated with specimens of Pen Art executed by the Professor and pupils.

In specimen work the student is taught to outline and copy until he has acquired a good knowledge of form, and then he is taught the art of designing. Each student upon graduating makes his own diploma and also makes a specimen to leave in the Pen Art Hall for exhibition. The design is one of his own choice and original in arrangement.

Now is the time. Eter this year. We all need Penmanship; we need it in any line of business. Come and take a course; we are prepared to give it.

PUBLIC SCHOOL DRAWING.

We are prepared now to give a full course in Public School Drawing. The course that we are now using is taught in seventeen different states in the public schools, and it is a thorough, practical work. Every school teacher needs it. It is only a matter of a short time until it will be taught in every rural district, and every teacher will have to pass in it before he can receive a third-grade certificate. Now is the time to take it. You can enter at any time.

Plain Penmanship Free.

Those who are in the other courses of the school are permitted, without extra tuition, to take one class-hour each day in Plain Penmanship.

All Admire Beautiful Penmanship.

We have known persons who care nothing for music, but we have never known a person who did not admire beautiful Pemanship.

The teacher needs it. It will not only raise the grade of his certificate and increase his salary, but make him a more successful teacher. A neatly written paper will secure one a higher grade in Arithmetic, Grammar, Physiology, etc.; a neatly written application will secure the school and increase the salary.

The bookkeeper needs it; every business man or firm desires his books neatly, as well as accurately kept. Good Penmanship will secure you the place. Stenographers need it; they have much pen-work to do. All persons should be good penmen. The University is prepared to instruct you.

The Demand.

The demand for skilled penman, artists, and teachers of Penmanship and Drawing is so great that it is impossible to supply it, and this field of work is just now being opened up. Illustrated advertising by business firms is becoming a great business in itself—they need artists. Be a pioneer; enter a profitable and pleasant business for life. The cost is small compared with the success that awaits our graduates.

Positions.

We do not guarantee positions in this department, nor does any reputable school, but we do all in our power to secure good positions for our students.

A person of pluck and ability need never fear not getting profitable employment, nor will they have to wait long for it.

Lessons by Mail.

This method is becoming quite popular and deservedly so, as it gives a person a chance to study up in certain lines without leaving home or giving up present employ-

ment, thus reducing the cost to a minimum. Penmanship is an easy subject to teach by correspondence. Anyone who is willing to make an effort can easily become a good writer by taking one of our courses by mail.

Artistic Writing.

A thorough course in Artistic Penmanship will be given for $5.00. This course consists of twelve lessons. Every thing in the way of copies, suggestions, and criticism that we think will be helpful to the student will be embodied in this course. This is the course you have been looking for. Single lessons, 50 cents each.

Business Writing.

Our Business Course consists of twelve lessons in plain, sensible style of writing, which will meet the demand of the business world of the present time. Price, 25c per lesson, of $2.50 if paid for in advance.

Card-Writing.

Card-Writing is one of our specialties. We have had much experience in this line of work, and know that we can please you.

How Long?

The time required to complete any of the courses depends upon the aptness, ability, and application of the student. Ordinarily the full course requires from seven to eleven months, working eight hours each day. But a few branches, or the public school course can be completed in much less time—say, during the summer vacation. You can devote all your time to one branch, or to all branches of the course, as you please. This Department runs the full year.

When a student completes our course of study and practice, he is ready to fill a position successfully.

SPECIAL ADVANTAGES OF THE BUSINESS COURSE.

We give this for the guidance of those who have decided to attend our school but have not yet come to a conclusion as to which of the four courses is the best one for them to take. A careful study of the outline of our courses should precede the consideration of this subject.

What Is Taught In This Course.

Bookkeeping is the main study of the Bookkeeping or Business Course. But this does not mean that this course is planned merely for the development of good bookkeepers. While it is true that graduates of this course are excellent bookkeepers, it is also true that they have learned many other things than bookkeeping.

Those who graduate from our Business Course understand how to keep account of expenses, costs and sales. They understand the keeping of stock records, letter files, business reports, and other things vital to the success of business. Thousands of business men fail every year, not only because they cannot do the things required, but also because they do not understand them well enough to be able to judge whether or not their subordinates are properly qualified. It is impossible for any commercial enterprise to be carried on safely unless the man at the helm understands bookkeeping and business methods sufficiently to be able to safeguard his interests.

In addition to bookkeeping, the knowledge of business letter writing, arithmetic, spelling, penmanship, commercial law, etc., which the student gains in this course, is invaluable.

For employer, clerk, property owner, professional man and farmer, for self-supporting maid or widow, in short, for every person under the sun who has money or even expects to have it, a knowledge of the laws of business is vital. These are presented in our Bookkeeping Course in a simple, practical and convincing way.

This is a diploma course. The average time required to complete it is about six and one-half months. Some finish it in even less time than that.

ADVANTAGES OF THE STENOGRAPHIC COURSE.

It is no longer necessary to urge the importance of shorthand and typewriting in business college courses. The stenographer is rapidly becoming a most important assistant in the modern business office. Tens of thousands of improved typewriters are being put upon the market. Business today could not well be conducted without the aid of the stenographer. Merchants, manufacturers, professional men of all kinds, managers of the great railway, insurance, telegraph and express companies, and indeed all men of affairs are making greater and greater demands for well trained young men and women to do this work.

Shorthand a Stepping Stone to Success.

But this is not all. Shorthand has come to be recognized as one of the most common and natural stepping stones to success in advanced lines of business and profession. Hundreds of young men and women have been drawn into the shorthad ranks by the increasing demand for stenographers who can work into positions of high responsibility. The number of railroad presidents and superintendents, bank officials, cabinet officers, editors, lawyers and other influential men who have used stenography as a stepping stone to success is becoming larger every year.

The reason for this is simple and evident. The stenographer is in a position of confidence. He writes letters that deal with the most important projects connected with the business, and also with its most minute details. He is at the very elbow of the head of the business, and if he shows sound sense and energy, success is well nigh certain.

SPECIAL ADVANTAGES OF THE COMBINED COURSE.

The Combined Course consists of the studies in both the Bookkeeping and the Shorthand Courses, and is The Best Possible Preparation for Business.

A graduate of our Combined Course has the best possible equipment for business. Many positions require bookkeeping only; and in others the shorthand branches are the only requirements; but in very many large and small offices a knowledge of both is demanded. Plainly, a graduate of our Combined Course is prepared for any of these three kinds of positions, and can obtain a better salary, with greater chances of advancement than if he understands only one branch, and is qualified for only one of the three classes of positions mentioned. Thus it will be seen that the graduate of our Combined Course not only secures a superior equipment, but has the widest possible field in which to seek employment.

At the same time, it does not require twice as much time to finish the Combined Course as is required for either of the others, for the reason that many of the studies in the Bookkeeping Course are also in the Shorthand Course, and hence do not have to be duplicated.

We have shown, in our explanation of the advantages of the Business Course how necessary the knowledge of bookkeeping and similar branches is to the intelligent and successful management of any business. We have also shown how excellent the Shorthand and Typewriting Course is as a means of gaining the attention and confidence of the employer. The graduate of our Combined Course has both of these advantages in their fullest measure.

The Combined Course graduate can hold a position in times when business is slow, when, if he did not understand both branches he might have to give way to some one who does.

The Combined Course gradute has a longer time in which to improve his knowledge of penmanship, correspondence and English than the graduate of other courses. Many graduates of the business course, or of the stenographic course, find the skill and knowledge obtained there fully adequate for the positions they desire, but the best positions are offered most frequently to those who finish the work of both courses.

DO I NEED A BUSINESS EDUCATION?

We ask do you need an education at all? If you do you certainly need a Business Education. Why? Because there is no line of work of any importance but has a business side. You must if you expect to reap the greatest harvest for your labors, attend to this part of your work. Even though you are proficient so far as the professional side is concerned and have not the business ability you will be a financial failure and a financial failure means a professional failure.

WHAT HAS THE BUSINESS WORLD FOR ME?

What have you for the Business World? This world is a great mirror. It gives back about the same as it receives. If you have the ability of a six dollars a week clerk, that is what you will get. If you have the ability of a hundred dollar week clerk or business man that is what you will receive.

If you need a business education you certainly need ours. Why? Because we have the most complete course in the Southwest.

TEN REASONS WHY YOU SHOULD CHOOSE THE UNIVERSITY AS THE PLACE TO GET YOUR BUSINESS EDUCATION IN PREFERENCE TO OTHER SCHOOLS:

First, you will be in the very best of surroundings, and this is a great thing to consider in selecting a school as so much of your after life depends upon the habits formed while in school.

Second, you come in contact with the students of the other departments and get their ideas of life and form college associations that will help you in years to come.

Third, you get the benefit of our literary societies in which you participate with the other students of the University.

Fourth. You are permitted without extra cost to use our large library. This is something not found in a purely business college.

Fifth. We have the very best athletics for our students, and we encourage you to get all the benefit of this part of college life.

Sixth. You have an opportunity, if you wish, to take such work as music, of any kind, oratory, art, etc., in our school under the very best instructors.

Seventh. You are permitted without extra cost to take one literary subject you may choose in either the High School or College of Arts, which is standard work.

Eighth. Because our graduates are successful. This is the test of any school.

Ninth. Because we have the strongest course in the Southwest. We are so confident of this that if you finish any of our courses and go into a position, and do your part, and fail to hold it we will either give you a course with us until you can hold it or pay for a course in any business college you wish to name. What more can we do?

Tenth. Our prices are very reasonable considering the class of work. The reason we are able to do this is we own our building and do not have the expense attached to most schools of this nature. We ask you to compare them with other high class schools. Your other expenses are far below what they will be in a large city. See board, etc., on another page of this catalogue.

You can enter any time, we have no terms in this Department. All individual instruction.

WHAT GREAT MEN HAVE SAID OF BUSINESS COLLEGES.

"By all means attend a good business college."—Henry Ward Beecher.

"Without a thorough and practical business education a business man is like a ship at sea without a compass or rudder."—Hon. W. T. Harris, Commissioner of Education.

"I have no particular hobby. My craze is that every young person of either sex should learn at least shorthand and typewriting."—P. T. Barnum.

"Business colleges furnish their graduates a better education for practical purposes than either Princeton, Harvard or Yale."—James A. Garfield, ex-President.

"The drill, information, and education I received in the business school I count as having the greatest practical value of any I ever received."—Hon. Lyman J. Gage, former Treasurer of U. S.

"I warn every boy or girl to be careful in getting an education not to omit the most practical of all studies—the study of business."—Hon. E. P. Sargent.

"If either of my sons had lived and I had trained him as I should have tried to do, to be a good farmer, I should have wanted to send him to a business college."—Horace Greeley.

"If I were a young man and had my choice to graduate at a classical college and stop there, or to graduate at a business college and stop there, I would take the business college."—Albert G. Porter, ex-Governor of Indiana.

"Your business school aids very much in the development of the country by thus enabling boys and girls to obtain such an education. I never had this practical business education and greatly feel its loss."—R. B. Glenn, Governor of North Carolina.

"Everybody ought by this time to understand that business men and business women need a business education on the same principle that the doctor must have a medical education."—John W. Kern, U. S. Senator from Indiana.

"My knowledge of shorthand was the particular thing which enabled me to grasp an opportunity which presented itself in early years of my service in the Equitable and proved to be the stepping stone for subsequent promotion." —George C. Wilson, Third Vice-President Equitable Life Association.

"There is no calling which affords such an opening for young men who are just starting out in life as that of stenography. The demand for stenographers is so great in the government departments that it seems impossible to supply it."—E. V. Murphy, Official Reporter U. S. Senate.

"The value of shorthand to young men is that it is apt to place them in positions of confidence, in direct contact with their employers, thus giving them an insight into the inner working of a business which they can scarcely obtain in any other way."—Ed W. Bok, Editor Ladies Home Journal.

"Through the educational work going on in the commercial schools is to be found our chief hope for the proper equipment of our youth for efficiency. I find every reason to be enthusiastic over what business schools are doing for young people."—Ben B. Lindsey, the famous Juvenile Court Judge of Denver, Colorado.

"A practical business school education gives the one possessing it a great start in the race in the business world, and even if one afterwards wishes to adopt the profession of law he finds it a great benefit to him. I regard a business school as a very important adjunct to any man's education."—E. F. Noel, Governor of Mississippi.

"A thorough business college training is of exceeding importance. Scores of highly respected and fairly well educated persons have applied for positions in the House of Representatives' organization, but the trouble with a great many of them is that they can do some things fairly well, but were not experts in any particular thing."—Champ Clark, Speaker, House of Representatives.

"It was my good fortune many years ago, prior to my regular college course, to take a course in a prominent business college, where I received training both in the theory and practice of business. Shortly after taking my A. B. degree at Hamilton College, I entered business and through all the succeeding years, found the business college training very helpful."—H. H. Benedict, President Remington Typewriter Co.

"There is much failure and disappointment because of the lack of the business knowledge that could be imparted to students by a business school. Contemporaneously with taking my general education, I took a course in a business college and found it of value to me, not only generally, but in the practice of law."—O. M. Dickinson, Secretary of War, U. S. A.

"If a father wishes to give his son a legacy that will endure while life lasts, let him send him to an institution where he can obtain a general, practical education, and he will have the satisfaction of knowing that he has given him what is better than houses, lands, and farms, or even gold and silver. These things suddenly take wings and fly away, but knowledge will last while life and reason exists."—Horace Mann.

"In business colleges that large class of young men who have no time or inclination for an extended classical education can learn what will fit them for that active, material life which our broad country needs. But the most pleasing feature of these institutions is that the course is open to women no less than men, and women may there acquire a knowledge of bookkeeping and business which will qualify them for some of the lucrative situations hitherto monopolized by the other sex."—Mrs. H. B. Stowe.

"Hundreds of men have failed simply because they did not know how to keep their accounts correctly. It matters not what business a young man may engage in, there will come a time when such knowledge will be of the greatest

value to him. No one need to expect to fill any place of public trust who is destitute of the knowledge of book-keeping. So if he pays $100 or $200 for a commercial education, he is sure of getting it back and ten times over, should he live to be fifty years old."—Chancellor Kent.

School of Fine Arts

I MUSIC

II ORATORY

III ART

School of Fine Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President.

REIN DYKSTEREHUIS

Violin, Piano and Ensemble.

ETHEL MAE HARRIS

Piano, Harmony, Analysis.

EUGEN A. HÆSENER

Voice Culture, Choral Study.

M. REY TAYLOR

Piano, History of Music, Counterpoint, Composition.

JOHN G. BRADLEY

Oratory, Expression, and Dramatic Art.

Art Theory, History, and Practice, Drawing and Painting.

School of Fine Arts

The School of Fine Arts is one of the strongest schools fo the University, and offords the best advantages. It comprises:

I. Music.

II. Oratory.

III. Art.

All the teachers are specialists in their several departments, having each enjoyed exceptional advantages of study, and having a record of successful experience in teaching.

Entrance Requirements.

For entrance to the School of Fine Arts the student should have a diploma from an approved high school. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiences in the University High School. One may enter as a special student, without literary classification, and receive a certificate for having completed a specified course. Graduation from high school is required before one may receive the full diploma.

Manner of Teaching.

1. Students are taught indvidually, two half-hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also given. This method answers a very excellent purpose, in fact, it is frequently of greater benefit than private lessons, and lessens the cost of tuition to the student. A combination of both the private and class systems is the ideal plan.

Practice.

Practice pianos are provided in sufficient numbers to meet the needs of the departments. Our pianos are all new and of the best grade for practice purposes. Students taking two lessons per week should practice at least two hours per day. Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ.

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used for giving lessons and for practice purposes as well.

Registration.

Students entering the School of Music do so either as Regular or Special students. In the former case, they pursue prescribed courses of study and become candidates for a certificate or diploma. As special students they pursue such work as they may elect.

I. MUSIC.

COURSES OF STUDY.

Piano Department.

It is characteristic of modern pedagogy methods that they make an especial effort to adopt the method of instruction to the needs of the individual pupil. Especial stress is laid upon the pursuit of such studies as are calculated to develop a thorough understanding of the fundamental principles of an adequate technic. In the regular course Bach and Czerny are the principal aids to technical advancement. The musical development of the student receives especial care and for this purpose the works of

Chopin, Schubert, Mozart, Hayden and Beethoven are chiefly used, as well as the best modern composers. As the student advances, the more difficult compositions of the classical and modern composers are studied.

Following is the schedule of studies to be pursued in the course of Pianoforte, leading to the degree of Graduate in Music. This course can be completed in four years by students of ability who come well prepared. To enter to advantage, a student should have had two years systematic training.

First Year.

Introductory Harmony and Analysis.
Ear-training.
History of Music.
Piano, two half-hour lessons per week.

Second Year.

Harmony and Analysis.
Ear-training.
History of Music.
Ensemble, four and eight-hand piano playing.
Piano, two half-hour lessons per week.

Third Year.

Advanced Harmony.
Counterpoint.
Advanced History of Music.
Form of Analysis.
Ensemble and Accompaniment.
Piano, two half-hour lessons per week.

Fourth Year.

Counterpoint, Canon and Fugue.
Composition.
Normal Piano Methods.
Solo Classes, Recitals and Concerts.
Piano, two half-hour lessons per week.

The candidate for a diploma, upon the satisfactory completion of the theoretical studies of the four years' course must be able to present a recital program comprising representative works of classic and romantic composers.

A student completing the third year work may obtain a certificate from the School.

Graduate Course.

More extended study of principal classic and romantic composers, including works in larger forms; chamber music, concertos, etc.

This has been arranged for graduates who desire to reach higher standards of excellence as artists. A prominent object in this course is to provide the student artist with a varied repertoire, suited to his musical individuality and to his needs as a public performer. Applicants for the graduate degree are required to give a complete piano recital.

THEORY.

First Year.

Scales, Intervals, Key Relationship, Harmonization of Basses and Melodies with common Triads, Harmonization of Basses and Melodies with Dominant Seventh Chords and Secondary Chords and Triads, Modulation and Transposition. All work done in both close and open Harmony.

Second and Third Years.

Advanced Harmony—Altered Chords, Augmented Chords, Modulation, Transposition, Suspensions, Ornamental Tones and Harmonization of Melodies.

Counterpoint—Simple Two and Three Part Counterpoint in the Five Species.

Fourth Year.

Counterpoint completed. Free Composition, Canon and Fugue. Text-books, "Counterpoint," by J. F. Bridge.

HARMONY.

Introductory Harmony.—"Harmony and Ear Training," by W. A. White.

Second and Third Year Harmony.—"Harmony," by G. W. Chadwick. Advanced Harmony, Bernhard Ziehns. "Manual of Harmony." Other treatises are constantly referred to.

NORMAL COURSE IN PIANO METHODS.

Introductory Harmony.—Harmony and Ear Training by W. A. White.

It is the object of this course to give inexperienced teachers a definite working plan, applicable to pupils of any age or any stage of advancement, and a varied and practical teaching repertoire. The class will examine a great amount of the easiest piano literature and prominence will be given to certain guiding principles that determine what to use and how to use it. Those pedagogic problems which every teacher of music must solve in his daily tasks will be thoroughly canvassed.

A candidate for graduation in this department must submit a thesis of not less than two thousand words setting forth his knowledge of pedagogic and instrumental methods; must also have attended and given satisfactory proof of his teaching equipment in the Normal Demonstration Classes.

Analysis and Interpretation Classes.

In these classes pupils will be assisted by Miss Harris in the study of Interpretation, Touch and Technic, and in the artistic delivery of the composer's meaning. Many characteristic examples of piano literature will be elucidated by actual experience in performing them, coupled with analytical discusions of their characters and peculiarities from many points of view. The interpretation class is the highest and best means of educating and finishing the student. Since the time of the well-known classes of Liszt and

Kullak, some of the greatest masters in Europe have adopted this method of enlarging their field of usefulness in providing instruction for students.

Ensemble Class.

The Ensemble Class, which will be under the joint direction of Mr. Dyksterhuis, and Miss Harris, will begin with the study of the early classic symphonies in the arrangement for piano, violin and 'cello, and will advance throughout the year to more difficult concerted music. The practice of ensemble develops in the instrumentalist those powers of attention and concentration which are fundamental in the equipment of the fluent prima-vista reader and which make so potently for the development of a broad and practical musicianship. The ensemble class is obligatory with all candidates for diploams in the piano and violin departments.

Recitals.

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical tastes not only in the students in the music department but in the entire student body and to develop in the pupil that degree of confidence which is necessary to success.

VIOLIN.

R. Dyksterhuis.

1. **Preparatory.**—Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot Violin School, also Schrædieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. **Intermediate.**—Schrædieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III.; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dancia and others. Sonatas and the easier concertos of Viotti, DeBeriot, and Kreutzer; also practice in ensemble.

3. **Advanced.**—Etudes, Kreutzer, Rode; Duetts, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Grieg and others.

VOICE.

Eugen Haesener.

The management feels great pride in the high standing of its Vocal Department and in the wide scope of its instruction, which has become exactly adjusted to the requirements of the student. The art of the teacher demands, not only wide musical culture but special gifts for imparting his knowledge, and wide experience with the needs and possibilities of the pupils with whom he has to deal; he must understand the conditions of the musical life of America and the requirements of the American student. There is a great field for activity, the opera, oratorio, concert, song recital, church singing, and last, but by no means least important—teaching. To estimate the character and limitations of each voice, the temperament of each pupil, and to train each individual along the line of his particular capacity, is only possible as a result of thorough understanding of American life. The faculty of the Vocal Department has been carefully selected with this object in view. Pupils are taken from the very beginning and trained to the highest perfection. The Department offers instruction in voice training, sight-singing, chorus work and public school music.

COURSE OF STUDY.

Preparatory and Intermediate Course.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise the voice that every tone was pure in quality and produced with perfect ease. From this comes the even scale, the range, the power to sustain, and the agility, all of which combined form the bel canto, or beautiful singing. Explanations of the mechanism of the voice, correct breathing, chest development, proper position in singing, stage presence. Special attention is paid to the needs of each individual with exercises and studies carefully selected according to the requirements of each voice.

The study of interpretation of songs and ballads chosen from the best of the German, Italian, French, English and American schools, with strict attention to phrasing, enunciation, and rhythm.

Advanced and Collegiate Course.

More difficult studies in vocal technique, both in sustained singing and in literature. Artistic interpretation of songs of the classic literature of all schools.

The Opera.—Study of the recitative and aria from the works of Mozart, Rossini, Donizetti, Verdi, Von Weber, Gounod, Bizet, Massenet, Wagner, Saint-Saens and others.

The Oratorio.—Bach, Handel, Haydn, Beethoven, Mendelssohn, and others. Ensemble classes to study concerted music, especially from the opera and oratorio, to gain experience in singing with other voices.

Students sufficiently advanced give concert and song recitals to prepare themselves thoroughly for public singing.

Sight Reading and Choir Work.

In this course special attention will be given to preparing students for church choir work. Scores of young men and

women with good voices might obtain good paying positions in church choirs could they read music readily at sight. Pupils entering this course will be given instruction which will enable them to read music at sight, alone or in parts without the aid of an instrument.

Public School Music.

Those preparing themselves for Public School work will be given a thorough training which will enable them to meet the requirements necessary for Public School work.

University Chorus.

A Chorus has been organized, the members being selected from the student body. All voice students planning to finish the course are expected to become members of the chorus. All others wishing to join will be required to have their voices tested before entering. Part songs and larger choral works will be studied.

Diplomas In Voice.

No fixed time is required for a student to graduate. It depends largely on the intelligence and energy put forth by the student. A student who applies himself diligently can finish the course in from three to four years.

Candidates for graduation in Voice must have completed two years in Harmony, one year in History of Music, be able to play accompaniments of moderate difficulty well, read Vocal music at sight and acquit themselves creditably in public recitals.

II. ORATORY, EXPRESSION AND DRAMATIC ART.

John G. Bradley.

The object of training in this department is to train the student to express his thoughts while on his feet, in good, oral English; to develop the mind and cultivate the artistic and dramatic instincts; to cultivate a pleasant speaking voice; to develop ease and grace of manner; and in fact to

meet all the needs of those who serve the public as teacher, minister, reader, actor, etc. The importance of this work can scarcely be overestimated. Opportunities are constantly presenting themselves by the ministry, the lecture platform, stage and the teaching profession to the man or woman with a finished education. This work as no other is a finishing as well as a developing process.

A movement was recently inaugurated by several of the leading eastern universities to make oral English (elocution, gesture, speaking, voice, etc.) a college entrance requirement. If this gains the prestige which is expected of it the demand for teachers will greatly exceed the supply. Aside from this everyone should have this work for his pleasure and service in his daily life.

Pronunciation, articulation and correction of habitual faults will be a strong feature of the work. Extemporaneous and impromptu speaking, reading of lyrics, dramas, orations, etc., in private and before the class will give the student the actual "business room" practice so much needed in this work. Selections from the Bible, Shakespeare, Tennyson, Kipling, Browning, Riley and other standard works will be carefully studied and each candidate for graduation will be required to give a recital at the end of each semester.

The work has been outlined as follows: Tuesday, the study and cultivation of the speaking voice, orthoepy, pronunciation, articulation, etc. Wednesday, gesture and platform deportment. Thursday, interpretive study of the lyric, drama, poem, oration, etc. Friday, extemporaneous and impromptu speaking and acoustics. Saturday, recital work.

COURSES OFFERED.

A. **Certificate Course in Elocution:**--This course includes the following:

a. The speaking voice.
b. Physical culture and breath control.
c. Gesture.
d. Platform deportment.

e. Extemporaneous and impromptu speaking.
f. Interpretive study of literature.
g. Shakespeare.

Required, four semester recitals. Time required, two years, (private and class work). Prerequisite, high school diploma.

B. **Diploma Course in Oratory.**—This is a continuation of course A in more advanced work and includes in addition the following:

a. Analysis and construction of orations.
b. Reading of plays.
c. Sermon, or lecture work.
d. Presentation of one play in monologue from memory.
e. Two semester recitals.

Required:

a. Argumentation and debate, 4 credits.
b. French, 4 credits.
c. Psychology, 4 credits.
d. College rhetorics, 8 credits.
e. College literature, 8 credits.

Time, one year. Prerequisite, course A. This course leads to a B. O. degree.

C. **Diploma Course in Oratory.**—This course includes the following:

a. Advanced lecture work.
b. Detailed study of the oration.
c. Quintillian.
d. History of the drama.
e. History of costume.
f. Memory work, and advanced study of the classics.

Required:

a. 8 credits in modern language.
b. 4 credits in psychology.
c. 8 credits in literature.

Students in this course will be required to assist in

teaching when called upon to do so. Time, one year. Prerequisites course B. This course leads to the M. O. degree.

D. Certificate Course in Public Speaking.—This course includes course A, modified to meet the demands of those who wish to make a specialty of public speaking. This, however, cannot be counted as a prerequisite to courses B and C. The time required to graduate from this course depends largely on the ability and previous experience of the student. (Texts Emerson, Huliah, Kleisner, Curry, and Browne and Behnke.)

Notice. These courses will be modified when in the judgement of the principal, the needs of the student justify change.

Mr. Bradley, having a large acquaintance among school men in different parts of the country, will assist the student on completing the course in securing a position.

Where a student is deficient in high school credits, opportunities are offered to complete the subjects lacking in our splendidly equipped university high school. This work may be taken along with the work in the School of Oratory.

III. ART.

Art, Theory, Practice, History, Drawing, and Painting.

Plan of Work.

The work in Art is planned for those who desire art as a profession or an accamplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art history.

The purpose of this course is to give the student a broad, fundamental art training, which will fit him for whatever specializing he may do in his later art work. To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment.

The Art Department has two beautiful, well lighted and well ventiliated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class; the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work.

The Art rooms will be open all day so that students can work whenever they have time to do so.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, The History of Art will be required. One afternoon each week will be devoted to this study by means of Lectures and assigned readings.

Decoration.—A course of instruction is offered in applied Designing of Wall Paper, Rugs, Cloth, Book Covers, Magazines, Laces, etc.

Composition and Illustrating.—Original work in the composition of colors drawn together from the imagination and composing a study. Illustration will be treated at first by little characteristic sketches of life, such as would be seen in the studio or from the window of the studio and later

stories will be read and the student will illustrate each in his original way.

Industrial Art and Normal Drawing Course.

(Purpose to fit teachers for public school drawing.) Two periods each week. Text book, Prang Manual.

Clay Moulding, Kindergarten Construction work and Composition, Conventionalization of Natural Forms, Application of Units of Designs.

Free Hand and Mechanical Drawing.

A course will be offered in free hand and mechanical drawing, geometric design and application, working drawings and the art of projection.

Art Lectures.

Art lectures on history and theory will be provided for tne students from time to time, and they may also have the benefit of special art lectures from time to time.

Design and Applied Art.

Applied Art is the practical carrying out of the design, in the material for which the drawing has been made, such as application of color designing for posters and advertising purposes, decorative composition and surface decorations as applied to china, wall paper and plain surfaces.

Antique Drawing.

In Antique Classes, students are trained to construct form in simple and correct manner. Thus a foundation is laid for further training in the more advanced classes.

Painting From Still Life.

The study of color begins in these classes. Students are first taught to reproduce in color simple masses of form such as are found in vegetables and fruits. They are then given more difficult combinations, reflecting lights and values such as are found in richly colored objects.

Exhibitions.

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect it. At this time collective criticism of the student's work will be given, with recognition of good work by honorable mention.

A diploma will be conferred upon students who have completed the full three years' course, which will comprise work from elementary drawing up to portrait painting. Studnts will be given full credit for work done in reputable art schools.

No students will be admitted for less than one term except on single lesson rates.

Unversity Hospital
and
Training School

University Hospital and Training School

For four years we have been running, in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year courses.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of trained nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses. Miss Bertha Stark has charge of this department, and has had years of experience in this work.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that Oklahoma Christian University has one of the best hospitals and training schools in the State.

Training Department.

A regular course of lectures on all branches required by the state law, are given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, between 18 and 28 years of age, have common school education, and good moral character. At the end of sixty days' probation, if applicant is wholly unfit for this avocation she will not be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance.—The hospital has two good ambulances besides an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train.

Every one who is interested in the Oklahoma Christian University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information address Mrs. S. N. Mayberry, Enid, Oklahoma.

General Information

General Information

1.—Examinations.

All students are required to take the examinations or tests that come during the last week or ten days of each semester, and those who get 75 per cent as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But two additional hours may be taken by strong students who have had good preparation. Not more than eighteen hours can be taken without the consent of classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing

to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations. No college credit will be allowed for work done in High Schools without examinations.

6.—Credits Needed for Classification.

For Freshman ranking, 15 High School units.
For Sophomore ranking, 30 semester hours.
For Junior ranking, 60 semester hours.
For Senior ranking, 90 semester hours.
For Graduation, 120 semester hours.

7.—Recitation and Study Hours.

Standard Time.

Day Hours—From 8:15 a. m. to 12 m., and from 1:30 p. m. to 3:30 p. m.

Night and Study Hours.—Begin at 7:30 p. m. and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other's rooms during recitation or study hours. All games on the athletic field are prohibited until after 3:30 p. m. and on Sunday.

Terms of Admission.

Students coming from other institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the State universities or by the North Central Association of Colleges are entitled to Freshman ranking.

All students entering for the first time must make a complete statement of all work done above the 8th grade, in order that they may be properly classified.

Diplomas granted by the best high schools are supposed to cover the work of our High School and entitle the student to Freshman ranking.

Students must complete the work of the semester or make arrangements that are satisfactory to the professors before taking up the work of a subsequent semester.

8.—Chapel Attendance.

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

The following regulations have been adopted by the faculty:

(a.) All absences from recitation reduce the student's final grade for the term.

(b.) Unexcused absences reduce the grade 5 per cent for each absence.

(c.) Excused absences, not to exceed two consecutive days, reduce the grade ½ per cent for each absence, provided the excuse is obtained before the absences occur.

(d.) Other excused absences reduce the grade 10 per cent for each absence.

(e.) All absences stand unexcused until work is made up.

(f.) Any student absent five times in four consecutive weeks, shall be required to take examination, paying therefor the special fee of $1.00.

(g.) Three tardies shall be counted as one absence.

(h.) All absences must be explained at the class attendance next after the absence or absences shall have occurred.

(i.) Whenever any student has three unexcused absences recorded against him, he should be called before the President for admonition or other such discipline as may seem good to the President, and to give pledge of better conduct in the future.

10.—Library and Reading Room.

All students, including those of the High School will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments.

There are, at present, 2,600 well selected bound volumes in the library, besides numerous periodicals, reports, etc., unbound, that are very valuable.

11.—Diplomas.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission.

(1.) The required tuition fee must be paid.

(2.) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3.) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matrons. They may, however, by special permission, room with relatives or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4.) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

13.—Time to Enter.

The best time to enter is at the beginning of the semester as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

EXPENSES.

Tuition and room rent are payable by the term in advance. We are compelled to make this an invariable rule because the school depends largely upon its tuitions for support and every dollar is needed. Even when all tuition is paid we have to supplement our receipts by gifts from the friends of the school and this will be true until we can secure an adequate endowment.

TUITIONS.

Per Semester, Eighteen Weeks.

High School	$24.00
College of Teachers	24.00
College of Liberal Arts	30.00
School of the Bible	12.00

School of Music.

Piano—Individual half-hour lessons, two per week	$33.00

Violin—Individual half-hour lessons, two per week	33.00
Voice—Individual half-hour lessons, two per week	33.00
Voice—Class lessons, two per week	12.00
Harmony—In class	10.00
Counterpoint—In class	12.00
Ensemble—In class	8.00
Interpretation—In class	12.00
Pedagogy—In class	10.00
Sight Singing—In class	3.00
Chorus Work—In class	3.00
Use of Piano one hour per day for Semester	5.00

Musical History free to all pupils taking individual lessons and one class in Theory.

Public School Music free to all students taking Teachers' Course.

School of Oratory.

Certificate Students—Individual half-hour lessons, two per week	$30.00
Diploma Students—Individual half-hour lessons, two per week	33.00
Class lessons in Expression, daily	10.00
Class lessons in Public Speaking, daily	8.00

School of Art.

Individual half-hour lessons, two per week	$25.00
Class lessons	15.00

College of Business.

Life Scholarship, Business Course	$50.00
Life Scholarship, Shorthand Course	50.00
Life Scholarship, Pen Art Course	50.00
Life Scholarship, any two	80.00
Life Scholarship, all	100.00
One Month	10.00
Three Months	25.00
Six Months	45.00
Nine Months	65.00
Twelve Months	80.00

Pen Art to students not regularly enrolled in the Business Department:

One hour each day per semester	$ 8.00
Two hours each day per semester	15.00
Half time per semester	20.00
Full time per semester	30.00

The time is unlimited on the Life Scholarship plan. By this plan a student can take only the work outlined in the course. If a student wants the work of another course he must take another scholarship.

By the monthly plan a student may take any one subject or all at the same time.

FEES.

Per Semester, Eighteen Weeks:

Chemistry	$3.00
Zoology	2.00
Botany	2.00

Diploma Fees.

College of Liberal Arts	$5.00
College of Music	5.00
College of Oratory	5.00
Training School for Nurses	5.00
College of Business	3.00
University High School	3.00
Certificates	2.00

Fees for Transcript of Grades.

Students are given a report of grades, free at the end of each semester. A fee of one dollar will be charged for future transcript of grades.

Special Concessions to Ministerial Students.

1. Ministerial students are charged but $12.00 tuition per semester for a grade of instruction that otherwise is listed at $30.00. This special concession is limited however to four years. After that time regular tuition will be charged.

2. Notes will be taken from ministerial students covering the difference betwen the ministerial rate and the tuition

celled if the student enters the ministry at the close of his in the College of Liberal Arts. These notes will be cancollge course, and remains in the work for three consecutive years.

3. All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is $1.00, paid once a year.

4. Since free tuition is given to ministerial students the right is reserved to select such as are qualified and as are needed, to tutor certain classes in the University.

REDUCTIONS.

Students taking full work in two of the special schools of Music, Art or Oratory, will receive 10 per cent discount on tuition of the special departments. Full work in the three special schools, 20 per cent discount.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT.

Rent at Ladies' Hall; Two In a Room.

Per Semester ---------- $20.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room rent.

The above prices include heat, light and care of Lady Principal.

Occupants furnish their own bedding and linen.

Good rooms can be had by young men in private homes near the University from $1.00 to $1.25 per week.

Meals served in the dining room at the Ladies' Hall to both ladies and gentlemen. Price $2.50 per week.

Room and board in private homes can be had from $4.00 to $5.00 per week.

Some Questions Concerning Expenses Often Asked.

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and schoolroom stationary. Books and stationary are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be required to furnish their own sheets, pillow cases, blankets and one thick comfort, also towels and napkins. These as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Oklahoma Christian University than to a state school?

We believe a student who is willing to economize can go cheaper here than to the average state school. Our cooperative form of board saves more than the average cost of tuition and our students are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Ladies' Hall.

We require all young ladies from a distance to room in the Ladies' Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole time to the care of the young ladies and when they leave the

premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much attention is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment they are apt to get homesick.

3.—Visiting Home.

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires but a short time.

4.—Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend, the better off they are at school.

5.—Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education,

and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1) The University Farm.

Our Board has secured 160 acres of excellent farming land a short distance from the college campus. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A number of students will be given a chance to work one or more hours per day, at a modest remuneration. The work has not yet been started but will be commenced as soon as the necessary funds can be secured.

(2) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands, monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

6.—Religious Advantages.

(1) The Churches of Enid.

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday school because of the large amount of valuable information to be gained.

(2) Student Vounteer Band.

We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band."

(3) Mission Class.

Under the direction of Prof. Marshall a mission class of over a hundred and fifty has been organized. This is, probably, the largest class in the world. Great enthusiasm is manifested.

(4) Christian Associations.

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A. The Y. W. C. A. and Y. M. C. A. have been organized. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(5) Ministerial Association.

A ministerial association has been formed composed of students preparing for the ministry. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8.—The University Band.

A large band will be organized during the coming year. New students who own instruments are requested to bring them when they enter the University next fall.

9.—Literary Societies.

There are two Literary Societies, well organized, and both are doing efficient work: The Periclean, and the Delphian.

Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of the students, to promote college spirit and friendship, and to give practical experience in public speaking and general literary work. All students should join one of these societies.

10.—The Slate.

A publication by and for the students of the University is published monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

11.—Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is endowed tuition fees in all the schools except the Bible school must necessarily be charged, but they will be made as low as possible.

12.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governored on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in the college and in all the schools of the University are under the same general regulations.

13. Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

14.—The Aristrocracy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the student's standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

15.—A Word to Teachers.

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

16.—A Word to Parents.

Often times parents, at the solicitation of their children, make requests of us that are very detrimental to the student's progress and standing.

(1.) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and

attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

17.—A Word to Students.

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1) Endowment a Necessity.

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endow-

ment or its equivalent in some form must consequently be provided.

(2) Temporary Endowment.

As a temporary expedient we have taken subscriptions for current expenses to be paid in five annual installments. Upwards of $40,000 has been pledged for the support of the school while the permanent endowment is being secured. A number of churches in Northern and Western Oklahoma and Southern Kansas have been visited and canvassed by the President and others and the messengers have been received with open arms and great enthusiasm has been awakened. The pledge for the work in the churches visited was very generous; almost every one approached was ready to lend assistance.

(3) Permanent Endowment.

The time has come when the permanent endowment of the school should be pushed as rapidly as possible. Things are now getting into shape for prosecution of the endowment work. Mr. R. A. Long, of Kansas City, has generously offered $25,000 on the first $100,000. We ought to secure this amount by the first of January, 1913, and we believe that this can be accomplished. We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid financial basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

We should be glad to name this institution for some great benevolent soul, who will place behind it a hundred thousand dollars as the beginning of an endowment and thus perpetuate his name as an example to the latest generation of men. We ask no one to endow a hope, or an inspiration, or a theory; but a solid, existing, concrete fact, one of the most potent, suggestive and encouraging that has come to pass in our history as a people. Oklahoma Christian Uni-

versity has made a phenomenal record. It has enrolled about three hundred and fifty students during its fifth year, and ninety-four of these are ministerial students. Perhaps no school of like character has ever accomplished more in its first five years of history than has been accomplished by the University. What we need now is one or two men of means who will step to the front and challenge the brotherhood to place an adequate endowment behind this institution by offering twenty-five or fifty thousand dollars on condition that a definite sum be raised within a given time.

(4) Help for Our Library.

We invite the attention of any friend of education who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up. Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

Another opportunity lies in the line of scientific and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2.) Adopt the library as your special work.

(3.) Establish one or more of the laboratories.

(4.) Build a gymnasium, and thus encourage physical development.

(5.) Erect a building for the High School.

(6.) Adopt the college farm as your special line of benevolence.

(7.) Be one of fifty persons to give $100 per year for five years to equip and support this school.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to 50 per year for five years.

What Preachers Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year; preach a sermon on education.

(3.) Send your young people to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of your acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us: Yea, the work of our hands establish Thou it."

Register of Students

GRADUATE STUDENT.

Scates, Walter G. (A. B. Oklahoma Christian University, '11.) Oklahoma

Candidates for the Degree A. B.

Babb, William Everett ---------- Missouri
Bilyew, Robert I. ---------- Oklahoma
Cororan, George W. ---------- Missouri
Davison, Emmett ---------- Missouri
Gorton, John E. ---------- Oklahoma
Harmon, John H. ---------- Oklahoma
Heck, Oscar ---------- Oklahoma
Lash, Frank Harry ---------- Oklahoma
Legg, Ralh W. ---------- Oklahoma
McCafferty, Ethel L. ---------- Oklahoma
Mitchum, M. M. ---------- Missouri
Pitts, Guy ---------- Oklahoma
Rehorn, William S. ---------- Oklahoma
Ross, Earl T. ---------- Kansas
Wellman, Frank A. ---------- Colorado

COLLEGE OF LIBERAL ARTS.

Aikins, Arthur J. ---------- Oklahoma
Aikins, John E. ---------- Oklahoma
Allen, Lloyd M. ---------- Oklahoma
Babb, Willam Everett ---------- Missouri
Barley, Samuel H. ---------- Oklahoma
Baker, Ralph S. ---------- Arkansas
Bilyew, Robert I. ---------- Oklahoma
Buckner, Fanelly ---------- Oklahoma
Burkhart, Charles A. ---------- Oklahoma
Burris, Oliver P. ---------- Oklahoma
Bush, Forrest ---------- Kansas
Carr, Marjorie A. ---------- Oklahoma
Charlton, Artie ---------- Oklahoma
Chatt, L. Orville ---------- Nebraska

Corporan, George W. ---------- Missouri
Crain, James A. ---------- Oklahoma
Crosley, Flossie ---------- Kansas
Cullison, Irene ---------- Oklahoma
Curtis, Roy ---------- Oklahoma
Danely, Logan ---------- Oklahoma
Davis, Herschel ---------- Illinois
Davison, Emmett ---------- Missouri
Donald, Helen ---------- Oklahoma
Dotson, Nellie ---------- Oklahoma
Engle, N. Ferd ---------- Kansas
Estill, Zollie ---------- Oklahoma
Field, Roscoe ---------- Oklahoma
Francisco, Glenn ---------- Oklahoma
Frantz, Mercedes ---------- Oklahoma
Gannon, Florence ---------- Oklahoma
Gifford, Ruth A. ---------- Oklahoma
Goff, Fred M. ---------- Oklahoma
Gordon, Forest L. ---------- Oklahoma
Gorton, John E. ---------- Oklahoma
Harbert, Willa ---------- Oklahoma
Haley, Everett G. ---------- Kansas
Hanbery, James W. ---------- Oklahoma
Harmon, John H. ---------- Oklahoma
Harp, Russell ---------- Missouri
Heck, Oscar ---------- Oklahoma
Henderson, Agnes ---------- Oklahoma
Hendrickson, Grayce ---------- Oklahoma
Henson, Rosabel ---------- Oklahoma
Herold, Henry ---------- Oklahoma
Hibbs, Carl G. ---------- Colorado
Hieronymus, Faith ---------- Illinois
Hite, Rolly O. ---------- Oklahoma
Horne, Nellie F. ---------- Oklahoma
Hutchinson, Mary H. ---------- Oklahoma
Landingham, E. ---------- Oklahoma
Lappin, John C. ---------- Oklahoma
Lash, Frank Harry ---------- Oklahoma
Layton, D. D. ---------- Oklahoma
Legg, Ralph W. ---------- Oklahoma
Linkous, Hatcher M. ---------- Virginia
Logan, Ina ---------- Oklahoma

Lomond, Roxie ---------- Oklahoma
Lovell, Lyman ---------- Oklahoma
Maguire, Alton ---------- Oklahoma
Marshall, Elma M. ---------- Minnesota
McCafferty, Bertha ---------- Oklahoma
McCafferty, Ethel L. ---------- Oklahoma
McElroy, Ethel ---------- Oklahoma
Mitchell, Emma R. ---------- Kansas
Mitchum, M. M. ---------- Oklahoma
Nelson, Ralph ---------- Kansas
Patterson, Emmett ---------- Oklahoma
Poston, E. Franklyn ---------- Kansas
Pitts, Guy ---------- Oklahoma
Purmort, Mary A. ---------- Oklahoma
Ralston, Stanton A. ---------- Kansas
Rehorn, William S. ---------- Oklahoma
Roberts, L. L. ---------- Oklahoma
Roberts, Walter S. ---------- Louisiana
Roland, Charles ---------- Illinois
Roland, Laura ---------- Illinois
Rose, William L. ---------- Kansas
Ross, Earl T. ---------- Kansas
Sanders, Walter F. ---------- Oklahoma
Scates, Walter G. ---------- Oklahoma
Shoemaker, Elsie I. ---------- Oklahoma
Smith, L. Roy ---------- Oklahoma
Spalding, John ---------- Oklahoma
Stanton, Claude A. ---------- Oklahoma
Swain, W. T. ---------- Oklahoma
Tankersley, Percy L. ---------- Oklahoma
Tremaine, D'estelle ---------- Kansas
Tremaine, Stella ---------- Kansas
Wallace, C. Dell ---------- Kansas
Walker, Ardra ---------- Missouri
Wellman, Frank A. ---------- Colorado
Wilson, Hugh H. ---------- Missouri
Woods, Harry M. ---------- Oklahoma
Wright, J. Stanley ---------- Ohio
Yewell, Malcom B. ---------- Kentucky

MINISTERIAL STUDENTS.

Aikins, Arthur J. ---------- Oklahoma

Aikins, Elma ---------- Oklahoma
Aikins, John ---------- Oklahoma
Babb, William Everett ---------- Missouri
Babb, Samuel H. ---------- Missouri
Barley, Samuel H. ---------- Oklahoma
Beardsley, Frank H. ---------- Illinois
Bell, Walter G. ---------- Texas
Bentley, Warren E. ---------- Oklahoma
Burkhart, Charles A. ---------- Oklahoma
Burris, Fannie ---------- Oklahoma
Burris, Oliver P. ---------- Oklahoma
Clark, George P. ---------- Kansas
Clouse, Lee F. ---------- Kansas
Corporan, George W. ---------- Missouri
Crain, James A. ---------- Oklahoma
Crew, Grace ---------- Oklahoma
Crew, James W. ---------- Oklahoma
Crow, B. Grant ---------- Texas
Curtis, Roy E. ---------- Oklahoma
Davis, Herschel V. ---------- Illinois
Davis, Lena ---------- Oklahoma
Davis, Matt ---------- Oklahoma
Davison, Emmett ---------- Missouri
Davison, Maude ---------- Oklahoma
Edwards, Stephen O. ---------- Iowa
Friend, Walter G. ---------- Missouri
Garlick, Ernest ---------- Kansas
Gibble, Jacob N. ---------- Oklahoma
Gibble, Lloyd ---------- Oklahoma
Ginter, Byron ---------- Oklahoma
Goff, Fred M. ---------- Arkansas
Gorton, John E. ---------- Oklahoma
Gorton, Laura ---------- Oklahoma
Haley, Everett G. ---------- Kansas
Hamm, Ernest P. ---------- Missouri
Harmon, John H. ---------- Oklahoma
Harmon, Irene ---------- Oklahoma
Harp, Russell ---------- Missouri
Hargus, Oliver ---------- Missouri
Hawkins, Orville ---------- Illinois
Hibbs, Carl G. ---------- Colorado

Howard, W. Arthur ---------- Australia
Hutchinson, Mary ---------- Oklahoma
Johnson, James H. ---------- Oklahoma
Jeffries, Hallie ---------- Oklahoma
Jeffries, Paul V. ---------- Oklahoma
Lappin, John C. ---------- Oklahoma
Lappin, V. Pearl ---------- Oklahoma
Lash, Frank Harry ---------- Oklahoma
Legg, Ralph W. ---------- Oklahoma
Linn, Glen ---------- Kansas
Linkous, Hatcher M. ---------- Virginia
Mast, Harry ---------- Kansas
Mast, Lester ---------- Kansas
McCarroll, C. C. ---------- Kansas
McDonald, William H. ---------- Iowa
Meece, T. J. ---------- Oklahoma
Middleton, Gilbert ---------- Kansas
Mitchum, M. M. ---------- Missouri
Mitchum, Nora ---------- Missouri
Needham, Justin ---------- Missouri
Nelson, John A. ---------- Oklahoma
Nelson, Ralph W. ---------- Kansas
Palmer, Eugene A. ---------- Nebraska
Palmer, W. I. ---------- Iowa
Poston, E. Franklyn ---------- Kansas
Prokop, Lee ---------- Kansas
Reese, William L. ---------- Kansas
Rehorn, William S. ---------- Oklahoma
Roberts, Frances ---------- Oklahoma
Roberts, L. L. ---------- Oklahoma
Roberts, Walter S. ---------- Louisiana
Roland, Charles L. ---------- Illinois
Roland, Laura ---------- Illinois
Russell, Oliver M. ---------- Missouri
Sater, Archie G. ---------- Oklahoma
Scates, Walter G. ---------- Oklahoma
Smith, Charles J. ---------- Oklahoma
Smith, Dan E. ---------- Kansas
Smith, L. Roy ---------- Oklahoma
Swain, Duncan W. ---------- North Carolina
Swain, William T. ---------- Oklahoma

Turner, J. Walter ---------- Oklahoma
Umphries, John W. ---------- Missouri
Umphries, Sadie ---------- Missouri
Venable, Charles E. ---------- Missouri
Walker, Ardra ---------- Missouri
Walker, Olive ---------- Missouri
Wellman, Frank A. ---------- Colorado
Woods, Harry M. ---------- Oklahoma
Wormeldorff, David E. ---------- Kansas
Yewell, Malcolm B. ---------- Kentucky
Yocum, O'Darrell ---------- Nebraska

SCHOOL OF FINE ARTS.

Music

Goff, Arta ---------- Oklahoma
Alexander, Eva ---------- Oklahoma
Balch, Ray ---------- Oklahoma
Bonham, Helen ---------- Oklahoma
Botts, Nema ---------- Oklahoma
Boyle Claire E. ---------- Oklahoma
Burge, Eva ---------- Oklahoma
Burris, Fanny ---------- Oklahoma
Byerley, Merwyn ---------- Oklahoma
Callaway, Gifford ---------- Oklahoma
Cameron, Ava ---------- Oklahoma
Camp, Jennie May ---------- Oklahoma
Charlton, Artie L. ---------- Oklahoma
Chester, Beulah ---------- Oklahoma
Clairborne, Frederick ---------- Oklahoma
Clapp, Bess L. ---------- Oklahoma
Clevland, Maud C. ---------- Oklahoma
Cloud, Esther ---------- Oklahoma
Clouse, Lee F. ---------- Oklahoma
Cotton, Cecil ---------- Oklahoma
Cotton, Clyde ---------- Oklahoma
Cotton, Lily ---------- Oklahoma
Cromwell, Mary ---------- Oklahoma
Crosley, Flossie ---------- Kansas
Curtis, Gertrude ---------- Oklahoma
Curtis, Roy ---------- Oklahoma
Davis, Lena ---------- Oklahoma
Davison, Maude ---------- Oklahoma

Dodd, Ernestine	Oklahoma
Donald, Helen	Oklahoma
Ellis, Gladys	Oklahoma
Evans, Frances L.	Oklahoma
Evans, R. Secoy	Oklahoma
Evans, Valaria E.	Oklahoma
Ewing, Inez	Oklahoma
Farnsworth, Annie	Oklahoma
Faurote, Pearl	Oklahoma
Fink, Hazel Mae	Oklahoma
Fleming, Pauline	Oklahoma
Gault, Hugh E.	Oklahoma
Gifford, Ruth A.	Oklahoma
Godschalk, Harold J.	Oklahoma
Goff, Arta	Okklahoma
Gorton, Laura J.	Oklahoma
Hall Myrtle	Oklahoma
Hammer, Etha	Oklahoma
Harmon, Irene	Oklahoma
Harmon, Irvil	Oklahoma
Harbert, Willa	Oklahoma
Hatch, Gladys	Oklhaoma
Henderson, Bessie	Oklahoma
Hendrickson, Grayce	Oklahoma
Hieronymous, Faith	Illinois
Hooker, George F.	Oklahoma
Howe, Ermyl	Oklahoma
Hoyt, Louise	Oklahoma
Huett, Gussie	Oklahoma
Huett, Ruby	Oklahoma
Hutchison, Mary H.	Oklahoma
Ingle, Mildred	Oklahoma
Jacobs, Violette	Oklahoma
Jeffries, Hallie	Oklahoma
Jewell, William J.	Oklahoma
Johnson, Adelaide	Oklahoma
Jones, Marcia	Oklahoma
Jones, Nelle	Oklahoma
Kester, Sadie	Oklahoma
Kimmell, Frances	Oklahoma
Kratz, Eva	Oklahoma

Kratz, Ida Mae ---------- Oklahoma
Kindred, Alice ---------- Oklahoma
Lappin, V. Pearl ---------- Oklahoma
Lincoln Martha ---------- Oklahoma
Linn, Glen ---------- Oklahoma
Logan, Ina ---------- Oklahoma
Mangus, Clara ---------- Oklahoma
Marshall, Elma ---------- Minnesota
Martin, Maria ---------- Kansas
Martin, Winifred ---------- Kansas
Mayberry, Ruth ---------- Oklahoma
McCaughey, Anna J. ---------- Oklahoma
McCaughey, Loraine ---------- Oklahoma
McCarty, Sue ---------- Oklahoma
McCristy, Zella ---------- Oklahoma
McDonald, William H. ---------- Iowa
McElroy, Ethel ---------- Oklahoma
McKee, Reah L. ---------- Oklahoma
Meece, Thomas J. ---------- Oklahoma
Mitchell, Emma R. ---------- Kansas
Mitchum, Nora ---------- Oklahoma
Monnett, Bertha ---------- Oklahoma
Monnett, Rachel ---------- Oklahoma
Morrow, Veda ---------- Oklahoma
Noel, Mae ---------- Oklahoma
Page, Claudia Zollars ---------- Ohio
Parker, Mary ---------- Oklahoma
Payne, Beulah ---------- Oklahoma
Perkins, Ina ---------- Oklahoma
Purmort, Mary Alene ---------- Oklahoma
Randalls, Ora ---------- Oklahoma
Ralston, Stanton A. ---------- Kansas
Reger, Nellie E. ---------- Oklahoma
Reiter, Rosa ---------- Ohio
Roberts, Frances ---------- Oklahoma
Robinson, Bertha ---------- Oklahoma
Robinson, Gladys Adair ---------- Oklahoma
Russell, Oliver M. ---------- Missouri
Seigle, Cora ---------- Oklahoma
Simons, Robert ---------- Oklahoma
S ith, E. H. ---------- Oklahoma

Smith, Ila G. ---------- Oklahoma
Smith, Paul ---------- Oklahoma
Smith, Verlee ---------- Oklahoma
Smyth, Leslie ---------- Oklahoma
Snapp,, Lela I. ---------- Kansas
Stambaugh, Eva ---------- Oklahoma
Stebbins, Temple Palmer ---------- Oklahoma
Sweeney, John ---------- Oklahoma
Taggart, Nannie E. ---------- Oklahoma
Tisdale, May Belle ---------- Texas
Tremaine, D'estelle ---------- Kansas
Tremaine, Stella ---------- Kansas
Umphries, Lillian ---------- Oklahoma
Vest, Cleo A. ---------- Oklahoma
Voth, Susan ---------- Oklahoma
Walker, Birdie ---------- Oklahoma
Walker, Olive ---------- Missouri
Warren, Ethel Mae ---------- Iowa
Weatherly, Edna ---------- Oklahoma
Whitmire, Lenore ---------- Oklahoma
Wilcox, Frances ---------- Oklahoma
Wolfe, Chester ---------- Oklahoma
Wormeldorff, David E. ---------- Kansas
Wright, Donald ---------- Ohio
Wright, Miriam ---------- Ohio
Young, Earl ---------- Oklahoma
Young, Maida ---------- Oklahoma

SCHOOL OF FINE ARTS.

Oratory.

Allen, Lloyd M. ---------- Oklahoma
Botts, Nema ---------- Oklahoma
Bush, Forrest ---------- Kansas
Chatt, L. Orville ---------- Nebraska
Clapp, Bess L. ---------- Oklahoma
Clark, George P. ---------- Kansas
Cleveland, Austin ---------- Oklahoma
Corporan, George W. ---------- Missouri
Estill, Zollie ---------- Oklahoma
Friend, Walter G. ---------- Oklahoma
Gilliland, Althea ---------- Oklahoma
Gorton, Laura J. ---------- Oklahoma

Gorton, John E. ---------- Oklahoma
Hanson, Agatha V. ---------- Oklahoma
Harbert, Willa ---------- Oklahoma
Hayen, Bessie ---------- Oklahoma
Henson, Rosabel ---------- Oklahoma
Hite, Rolly ---------- Oklahoma
Howard, William A. ---------- Australia
Hutchinson, Mary H. ---------- Oklahoma
Isbell, Guida ---------- Oklahoma
Jewell, William W. ---------- Kansas
Lomond, Roxie ---------- Oklahoma
Lounsbury, Lawrence ---------- Oklahoma
McCafferty, Bertha ---------- Oklahoma
McCaughey, Loraine ---------- Oklahoma
Meece, Thomas J. ---------- Oklahoma
Mitchell, Emma R. ---------- Kansas
Nelson, Ralph W. ---------- Kansas
Reese, William L. ---------- Kansas
Roberts, L. L. ---------- Oklahoma
Scarff, Josephine ---------- Oklahoma
Smith, Dan E. ---------- Kansas
Smith, L. Roy ---------- Oklahoma
Sowersby, Ora ---------- Oklahoma
Stambaugh, Essie ---------- Oklahoma
Vanderwork, Melvia E. ---------- Oklahoma
Whitmire, Lenore ---------- Oklahoma
Wofford, Mary ---------- Oklahoma

SCHOOL OF FINE ARTS.

Painting, Etc.

Balch, Ray ---------- Oklahoma
Beardsley, Frank H. ---------- Illinois
Camp, Jennie May ---------- Oklahoma
Champlain, Marie ---------- Oklahoma
Cotton, Clyde ---------- Oklahoma
Crosley, Flossie ---------- Kansas
Curran, (Mrs.) J. T. ---------- Oklahoma
Davis, Myrtle ---------- Oklahoma
Decker, Leonard ---------- Arkansas
Engle, Charles C. ---------- Oklahoma
Frantz, Maurine ---------- Oklahoma

Gordon, Forest L.	Oklahoma
Hayen, Bessie	Oklahoma
Henson, Beulah	Oklahoma
Henson, Rosabel	Oklahoma
Herold, Henry	Oklahoma
Hodgden, (Mrs.) Grant	Oklahoma
Johnson, Clinton	Oklahoma
Jones, Garland	Oklahoma
Kaufman, George	Oklahoma
Kimmell, Frances	Oklahoma
Lash, Vina E.	Oklahoma
Layton, Byron	Oklahoma
McCaughey, Loraine	Oklahoma
Peard, Helen	Oklahoma
Peavey, Claude	Oklahoma
Perkins, Ina	Oklahoma
Plumley (Mrs.) A.	Oklahoma
Poole, Vachel	Oklahoma
Ratliffe, Jay	Oklahoma
Sowersby, Ora	Oklahoma
Stambaugh, Zema	Oklahoma
Stanton, Claude A.	Oklahoma
Stark, Bertha	Oklahoma
Wallace, C. Dell	Oklahoma
Washburn, (Mrs.) Clyde	Oklahoma
Weatherly, Edna	Oklahoma
Whitson, Ruth	Oklahoma
Wright, Blanche E.	Kansas
Young, Earl	Oklahoma

SCHOOL OF BUSINESS.

Beeley, Ralph	Oklahoma
Belt, Guy	Oklahoma
Burch, George	Kansas
Burlingame, Harold C.	Oklahoma
Calkins, Nettie M.	Missouri
Compton, Clyde	Oklahoma
Davis, Charlie W.	Oklahoma
Davis, Myrtle	Oklahoma
Deupree, W. W.	Oklahoma
Estill, Zollie	Oklahoma

Gambel, Elmer J. ---------- Oklahoma
Greene, Minnie P. ---------- Oklahoma
Hanberry, James W. ---------- Oklahoma
Hayen, Bessie ---------- Oklahoma
Harmon, John ---------- Oklahoma
Harp, Russell ---------- Missouri
Jewell, William W. ---------- Kansas
Johnson, Elmer ---------- Oklahoma
Kean, Sina ---------- Oklahoma
Keck, Harry ---------- Oklahoma
Kimmell, Ruth ---------- Oklahoma
Kirk, Leland ---------- Oklahoma
Kratz, Buford ---------- Oklahoma
Maguire, Alton ---------- Oklahoma
Mast, Harry ---------- Kansas
Mitchell, Harry ---------- Kansas
Musser, William M. ---------- Oklahoma
Prater, Clyde J. ---------- Kansas
Ralston, Stanton A. ---------- Kansas
Ratliff, Jay ---------- Oklahoma
Snyder, Ruby ---------- Texas
Stambaugh, Zema ---------- Oklahoma
Smith, Verlee ---------- Oklahoma
Schmidt, Benjamin F. ---------- Oklahoma
Sloan, Alfred A. ---------- Oklahoma
Thomas, Lula ---------- Oklahoma
Warnaca, Albert ---------- Oklahoma
Walker, Birdie E. ---------- Oklahoma
Wheeler, Ernest L. ---------- Oklahoma
Whitaker, Archie C. ---------- Oklahoma
Williams, Sallie ---------- Oklahoma
Wright, Grant L. ---------- Oklahoma
Young, Earl ---------- Oklahoma

HIGH SCHOOL.

Athel, Roy G. ---------- Oklahoma
Babb, Samuel ---------- Missouri
Balch, Ray ---------- Oklahoma
Beardsley, Frank H. ---------- Illinois
Beeley, Helen ---------- Oklahoma
Beeley, Ralh ---------- Oklahoma
Bentley, Warren E. ---------- Oklahoma

Berg, Peter H. ---------- Oklahoma
Botts, Adolh ---------- Oklahoma
Burge, Eva ---------- Oklahoma
Calloway, Male ---------- Oklahoma
Camp, Jennie May ---------- Oklahoma
Charlton, John I. ---------- Oklahoma
Chapman, Pearl A. ---------- Oklahoma
Chatt, Pearl ---------- Nebraska
Clark, George P. ---------- Kansas
Cleveland, Maude C. ---------- Oklahoma
Cotton, Clyde ---------- Oklahoma
Crew, Grace ---------- Oklahoma
Crew, James ---------- Oklahoma
Crow, B. Grant ---------- Texas
Curtis, Gertrude ---------- Oklahoma
Dalke, Corneliuhs L. ---------- Oklahoma
Davis, Myrtle ---------- Oklahoma
Decker, Leonard E. ---------- Arkansas
Deupree, Webb ---------- Oklahoma
Edwards, Stephen O. ---------- Iowa
Engle, Charles C. ---------- Oklahoma
Ewing, Edna M. ---------- Oklahoma
Farnsworth, Annie ---------- Oklahoma
Funk, John ---------- Oklahoma
Gibble, Jacob N. ---------- Oklahoma
Gibble, Lloyd ---------- Oklahoma
Gilliland, Althea ---------- Oklahoma
Ginter, Byron A. ---------- Oklahoma
Hamm, Ernest P. ---------- Missouri
Hargus, Oliver ---------- Missouri
Hays, Everett ---------- Oklahoma
Howard, W. Arthur ---------- Australia
Howe, Ermyl ---------- Oklahoma
Jeffries, Paul V. ---------- Oklahoma
Johnson, James H. ---------- Oklahoma
Keck, Harry ---------- Oklahoma
Kimmell, Frances ---------- Oklahoma
Layton, Byron ---------- Oklahoma
Linn, Glen ---------- Kansas
Logue, Agnes ---------- Oklahoma
Looper, Guy ---------- Oklahoma
Lounsbury, Lawrence ---------- Oklahoma

Mangus, Clara ---------- Oklahoma
Mast Harry ---------- Kansas
Mast, Lester ---------- Kansas
Mayberry, Ethel ---------- Oklahoma
McCarroll, C. C. ---------- Kansas
McCarty, Elva ---------- Oklahoma
McCaughey, Loraine ---------- Oklahoma
McMillan, Irma ---------- Oklahoma
Meece, Thomas J. ---------- Oklahoma
Middleton, Gilbert ---------- Kansas
Monnett, Bertha ---------- Oklahoma
Monnett, Rachel ---------- Oklahoma
Myers, Jess L. ---------- Oklahoma
Needham, Justin ---------- Oklahoma
Nelson, John A. ---------- Oklahoma
Page, Claudia Zollars ---------- Ohio
Palmer, Eugene A. ---------- Nebraska
Palmer, W. I. ---------- Iowa
Peavey, Claude W. ---------- Oklahoma
Poole, Vachel ---------- Oklahoma
Prokop, Lee ---------- Kansas
Reger, Nellie E. ---------- Oklahoma
Reiter, Rosa ---------- Ohio
Robinson, Gladys Adair ---------- Oklahoma
Russell, Oliver M. ---------- Missouri
Sater, Archie G. ---------- Oklahoma
Smith, Charles J. ---------- Oklahoma
Smith, Dan ---------- Oklahoma
Smith, Ila G. ---------- Oklanoma
Smyth, Leslie ---------- Oklahoma
Snapp, Lela I. ---------- Kansas
Spurgeon, C. Guy ---------- Oklahoma
Stambaugh, Zema ---------- Oklahoma
Strauss, Arthur ---------- Kansas
Strauss, Pauline ---------- Kansas
Swain, Duncan M. ---------- North Carolina
Sweeney, Morgan ---------- Oklahoma
Tisdale, May Belle ---------- Texas
Troxel, Velma ---------- Kansas
Umphries, Sadie ---------- Oklahoma
Venable, Charles E. ---------- Missouri
Wheeler, Ivan H. ---------- Oklahoma

Whitmire, Lenore ---------- Oklahoma
Wright, Blanche E. ---------- Kansas
Wright, Majel ---------- Kansas
Yocum, O'Darell ---------- Nebraska
Young, Earl ---------- Oklahoma
Young, Madia ---------- Oklahoma

SCHOOL OF TRAINED NURSES.

Baxter, Ruth E. ---------- Oklahoma
Duel, Darthulia ---------- Oklahoma
Meacham, Daisy F. ---------- Illinois
Wildgrube, Iorinda A. M. ---------- Oklahoma

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Graduate Students	1
College of Liberal Arts	93
Ministerial Students	94
High School	97
School of Fine Arts:—	
Music	136
Oratory	38
Art	40
Total School of Fine Arts	214
School of Business	43
School of Trained Nurses	4
Total Number of Matriculates	548
Total Number of Different Students	350

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12/13

VOL. VII. NO. 2 MAY 1, 1913

Bulletin of

Phillips University

Enid, Oklahoma

Catalogue Number, May 1, 1913.

Published Quarterly on the First Day of February, May, August and November, by Phillips University.

Entered at the Postoffice at Enid, Oklahoma, as Second Class Matter under Act of Congress of July 16, 1894.

CALENDAR 1913-14

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

JULY

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AUGUST

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31						

SEPTEMBER

S	M	T	W	T	F	S
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OCTOBER

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DECEMBER

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JANUARY

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FEBRUARY

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1	2	3	4	5	6	7
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MARCH

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APRIL

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MAY

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31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Catalogue

of

Phillips University

(formerly Oklahoma Christian University)

Enid, Oklahoma

1912-13

Sixth Session

With announcements for the session of 1913-14

CALENDAR

SEPTEMBER, 1913 TO JUNE, 1914.

FIRST SEMESTER.

First Semester Opens.....Tuesday, Sept. 9, 1913
Enrollment and Classification
Tuesday and Wednesday, Sept. 9 and 10, 1913
Convocation Sermon.....Sunday, Sept. 14, 1913
Reception for Students.....Monday, Oct. 6, 1913
Faculty Recital.....Friday, Oct. 18, 1913
Thanksgiving Holiday.....Thursday, Nov. 20, 1913
Recital, School of Oratory.....Thursday, Nov. 20, 1913
Recital, School of Music.....Monday, Dec. 8, 1913
Christmas Holiday
Saturday, Dec. 20, 1913, to Monday, Jan. 5, 1914
Reception for Students.....Monday, Jan. 12, 1914
Semi-annual Examinations
Thursday and Friday, Jan. 22, 23, 1914
First Semester Ends.....Friday, Jan. 23, 1914

SECOND SEMESTER.

Second Semester Opens.....Tuesday, Jan. 27, 1914
Enrollment and Classification.....Tuesday, Jan. 27, 1914
Celebration of Washington's Birthday and
Oratorical Contest, Saturday, Feb. 21, 1914
Oratorical Contest for the Pieratt and
Whitlock Medal, Friday, April 3, 1914
Students' Recital School of Music.....Monday, April 6, 1914
Baccalaureate Sermon.....Sunday, May 24, 1914
Oratorical Contest.....Monday p. m., May 25, 1914
Art Reception.....Tuesday Afternoon, 2-5, May 26, 1914
Commencement, University High School
Tuesday p. m., May 26, 1914
Field Day Exercises, Wednesday Afternoon, 2-5, May 27, 1914
Commencement, School of Fine Arts
Wednesday p. m., May 27, 1914
Senior Class Exercises.....Thursday a. m., May 28, 1914
Alumni Luncheon.....Thursday 12 m., May 28, 1914
Commencement, College of Liberal Arts, and
College of the Bible, Thursday p. m., May 28, 1914

BOARD OF TRUSTEES

Z. A. HARRIS----------Blackwell, Oklahoma
C. M. JACKMAN----------Wichita, Kansas
J. M. MONROE----------Oklahoma City, Oklahoma
E. V. ZOLLARS----------Enid, Oklahoma
J. N. HAYMAKER----------Wichita, Kansas
DICK T. MORGAN----------Woodward, Oklahoma
G. F. SOUTHARD----------Enid, Oklahoma
Z. A. TAYLOR----------Enid, Oklahoma
O. D. HALSELL----------Oklahoma City, Oklahoma
O. N. ROTH----------Enid, Oklahoma
T. W. PHILLIPS, JR.----------Butler, Pennsylvania

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*FACULTY

ELY V. ZOLLARS, A. M., LL. D., President and Professor of Philosophy and Christian Doctrine.

A. B., Bethany College, 1875; A. M., ibid, 1877; LL. D., Hiram College; Student at Bethany, 1871-75; Graduate Student, Northwestern and Chicago Universities, 1901; Professor in Bethany College, 1875-77; President of Kentucky Classical College, 1877-84; President Garrard Female College, 1884-85; Pastor Springfield, Ill., Church of Christ, 1885-88; President Hiram College, 1888-02; President Texas Christian University, 1902-06; President Phillips University 1906——

FRANK H. MARSHALL, A. M., Ph. D., Dean, College of the Bible, Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; Ph. D., Texas Christian University, 1895; Student, Butler College, 1884-88; Graduate Student, ibid, 1889-91; Graduate Student University of Chicago, Summer 1900; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor Christian Church, Mankato, Minn., 1895-97; Missionary, Tokyo, Japan, 1897-99. Professor Biblical Languages and Literatures, Texas Christian University, 1899-06; Professor of Biblical Greek Language and Literature, Phillips University, 1907——.

ARTHUR F. REITER, A. B., Dean, College of Liberal Arts, Professor of Chemistry and Physics.

Student Ohio Northern University, 1900-04; Tri-State College, 1891-99; Hiram College, 1904-05; Graduate Student University of Chicago, summers 1908-10-12; A. B., Hiram College, 1905; Principal Mt. Cory, O., High School 1896-98; Professor of English and Latin, Southern Illinois Christian College, 1909-00; Minister 1900-07; Instructor in English and Mathematics, Central Mennonite College, 1906-07; Professor of Chemistry and Physics Phillips University, 1907——

*Arranged in groups, in order of seniority.

SAMUEL H. HORNE, A. B., Professor of History.

A. B., National Normal University, O., 1892; A. B., University of Texas, 1907; Student University of Texas, 1894-95, and four subsequent summer terms; Graduate Student, University of Chicago, Summer 1912; Professor of Mathematics and Languages, McKinney College, 1895-98; Principal of McKinney High School, 1898-01; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor of History, Phillips University, 1907——

GUY K. STANTON, A. M., Professor of Biological Sciences.

B. S. Hiram College, O., 1906; A. M. Bethany College, W. Va., 1909; Student Hiram College, 1902-06; Graduate Student Bethany College, 1908-09; Graduate Student University of Kansas, Summer Sessions, 1910-11-12; Professor History and Political Science, Clarksburg College, Mo., 1906-08; Instructor in Education, West Virginia Normal, Summer Session 1909; Professor Biological Sciences Phillips University, 1909——.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

A. B., Phillips University, 1909; A. M., University of Kansas, 1913; Student Normal School, 1891-92; Student Phillips University, 1907-10; Graduate Student, University of Kansas, 1912-13; Instructor Public Schools of Missouri and Nebraska, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literatures, Phillips University, 1909-12; Professor, ibid, 1912——

*JOSEPH E. SMITH, A. B., Professor of Philosophy and Education.

A. B., Cotner University, 1909; Student Cotner University, 1903-09; Student on Cecil Rhodes Scholarship, Oxford University, 1908-11; B. A., Oxford University, 1911; Professor Phillips University, 1911——

ROY J. WOLFINGER, B. S., A. B., Professor of English Language and Literature.

B. S., Nickerson College, 1899; A. B., University of Oklahoma, 1907; Graduate Student, University of Chicago, 1909-10, Summer 1911; Instructor, High Schools of Oklahoma 1900-02, and 1907-09 and 1910-11; Superintendent Hennessey City Schools, 1911-12; Acting Professor of English Phillips University, 1912-13; Professor, ibid, 1913——

*On leave of absence 1913-14.

FRANK L. CRAFFT, A. M., Professor of Modern Languages and Literatures.

A. B., Georgetown College, 1900; A. M., ibid, 1901; Student Georgetown College, 1896-01; Graduate Student, Harvard University, 1911-12; Professor of Latin, French and German, William Woods College, 1903-11; Instructor ibid, Phillips University, 1912-13; Professor of Modern Languages, Phillips University 1913——

CARL R. BROWN, A. M., Professor of Mathematics.

A. B., University of Kansas, 1911; A. M., ibid, 1912; Graduate Teaching Fellow, ibid, 1911-13; Professor of Mathematics Phillips University, 1913——

MAUDE WAITE MARSHALL, A. B., Instructor in History and Natural Sciences.

A. B., Texas Christian University, 1901; Student Northwestern Christian College, Minnesota, 1893-95; Student Texas Christian University, 1899-02; Graduate Student University of Minnesota, Summer 1911; Teacher Minnesota Public Schools, 7 years. Instructor, Northwestern Christian College, 2 years; Missionary, Tokyo, Japan, 1897-99; Instructor Phillips University 1907——

WILLIAM L. E. SHANE, A. B., Instructor in Mathematics.

A. B., Phillips University, 1909; Graduate, Massey's Business College, Houston, Texas, 1901; Student Texas Christion University, 1903-06; ibid, Phillips University, 1907-09; Minister, Kingman, Kansas, 1910-12; Instructor, Phillips University, 1912——

JOHN C. LAPPIN, A. B., Instructor in English.

A. B., Phillips University, 1913; Student, Eureka College, 1898-02; Student, Phillips University, 1910-13; Instructor, Phillips University, 1913——

MAGDALENA STUCKEY, A. M., Instructor in Latin and German.

A. B., University of Michigan, 1900; A. M., ibid, 1901; Student, Oberlin College, 1888-90; ibid, Tri-State Normal, 1890-92, ibid, University of Michigan, 1898-01; Instructor, High Schools, Idaho Springs, Col., 1893-97; Normal, Morehead, Kentucky, 1902-07; Hicksville, Ohio, 1907-09; Miamisburg, O., 1909-11; Instructor in German, Hiram College, 1911-13; ibid, Phillips University, 1913——

REIN DYKSTERHUIS, Professor of Music; Violin.

Student, Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp, 1893-98; Student Antwerp Royal Conservatory, under Prof. Marien, 1890-93; under Prof. Hennen, and Assistant Teacher of Violin, 1893-95; Student Brussels Conservatory, 1898; First Violin Symphony Orchestra, of Cincinnati, 1899-04; Member of Marien String Quartette of Cincinnati, 1900-01; Professor of Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1906——

ETHEL MAE HARRIS, Professor of Music; Piano.

Graduate Wesleyan College of Music, Bloomington, Ill.; Student Grand Prairie Seminary, Onarga, Ill.; Student Sherwood Music School, Chicago, Ill., under William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ill.; private teaching in Mineral Point, Wisconsin, 1900; Directress of Piano Department, Litta Conservatory of Music, Bloomington, Ill.; Instructor of Music, Wesleyan College of Music, Bloomington, Ill.; Professor of Music in Phillips University, 1908——

JUSTIN LEROY HARRIS, Dean, College of Fine Arts, Professor of Music; Voice, Composition and Theory.

Graduate, Illinois Wesleyan College of Music, Voice and Theory, 1901; Student, Grand Prairie Seminary, 1894-98; Student in Voice under Mme. Irene Funk, Henry Willis Newton, Adeline Rowley Queley, William Beard, Arthur Bassett; Student in Composition under Arthur Olaf Anderson, 1898-03; Teacher and Dean, Paxton College of Music, 1903-05; Teacher and Director, Litta Conservatory of Music, Bloomington, Ill., 1905-08; Teacher, Concert Artist and Impressario, Chicago, 1908-10; Private Teacher and President Institute of Musical Art, Enid, Okla., 1910-13; Dean of the College of Fine Arts, Phillips University, 1913——

RAFAEL NAVAS, Professor of Music; Piano and Theory.

Graduate, Paris Conservatoire, 1900; Graduate, M. A. National Conservatory of Madrid, 1897; Student, Godowski, Berlin, 1900-02; Student, Leschetizki, Vienna, 1902-03. Student, Theory, Max Reger, Theodore Du Bois, Gabrielle Pierne, 1897-03; Teacher, Paris, 1903-07; Teacher New York, 1907-09; Teacher Wichita, Kans., 1909-12; Teacher, Institute of Musical Art, 1912-13, Professor of Music, Phillips University, 1913——.

***----------Professor of Music; Voice.**

LUCIE W. HARRIS, Professor of Music; Piano.

Cincinnati Conservatory of Music; Theodore Bollman, Berlin; Edwin Farmer, New York; Professor of Music, Institute of Musical Art, 1912-13; Professor of Music, Phillips University, 1913——

*Place to be filled.

LILLIAN J. FLEMING, Professor of Music; Organ, Piano and Theory.

Graduate School of Music, Upper Iowa University, 1905; Ibid., Northwestern University, 1909; Student in Organ with P. C. Lutkin; Ibid., Piano, with Arne Oldberg; Organist, Manchester, Iowa, and Enid, Okla.; Studio work, Manchester Iowa; Professor of Music, Phillips University 1910-11; ibid, Marshalltown College, 1911-13; ibid, Phillips University, 1913——

GEORGE A. BROWN, Professor of Oratory and Expression.

Graduate, Kansas State Normal, 1902; Special student in Oratory and Expression; Superintendent City Schools, 1902-07; Lyceum Reader and Lecturer, 1907-08; Teacher of Expression, eight teachers' institutes; Superintendent, and Instructor in Reading and Oratory, Wabaunsee Co. High School, Kansas, 1909-13; Professor of Expression and Oratory, Phillips University, 1913——

LaVERNE M. AITKEN, Instructor in Music; Voice.

Student, Washburn College, 1902-04; Student under Mrs. George Parkhurst, 1904-05; Student, Teacher and Soloist, Oklahoma City, 1905-08; Student Phillips University, 1909-10; Student under Justin LeRoy Harris, 1910-12; Teacher of Voice, Institute of Musical Art, 1912-13; Instructor in Voice, Phillips University, 1913——.

MARY E. SIMONS, Instructor in Music; Piano.

Student under Prof. Ross, 1906-08; Student, Phillips University, 1908-11; Student, Hardin College under Prof. Guerne, 1911-12; Teacher of Piano, Institute of Musical Art, 1912-13; Instructor in Music, Phillips University, 1913——

CHRISTINA L. JOHNSON, Instructor in Art.

Student in the White School of Fine Arts, Superior, Wisconsin; Private student under Mrs. H. B. Paist, Minneapolis; Miss Edith Roth, and Miss Ware, Kansas City; and Mrs. Snodgrass; Teacher of Art, Superior, Wis., 1903-08; Private Studio, Enid, Okla., 1908-13; Instructor in Art, Phillips University, 1913——.

***----------Instructor in Art and Domestic Science.**

THOMAS A. COPAS, Physical Director.

Graduate, Warrensburg, Mo. State Normal; Practical experience in Track and Gymnasium work; Physical Director, Phillips University, 1913——

***Place to be filled.**

JAMES E. GEORGE, Principal of the Business College.

Kossuth, (Miss.) High School, 1900; Private Business Course, 1900-01, Corinth, Miss.; Bookkeeper, Mercantile Establishment, 1901-04; Teacher in Enid Normal and Business College, 1905-06; Proprietor, and General Superintendent, Enid Business College, 1906-13; Principal, Phillips Business College, 1913——

PHILLIP G. SIMON, M. Accts.; Instructor in Commercial Department.

Graduate of Salina Normal University, Salina, Kans.; Salina Business College; Kansas Wesleyan Business College; M. Accts. ibid, Graduate Kansas Wesleyan School of Penmanship; Teacher public schools of Kansas, eight years; Superintendent, Northwestern Business College and Normal School, Beatrice, Nebraska, seven years; Principal, New Era Business College, Superior, Wis., seven years; Bookkeeper, and Assistant Cashier of Bank, Palmer, Kansas; Teacher, Enid Business College; Teacher, Phillips Business College, 1913——

EDNA J. BATTERTON, Instructor in Shorthand.

Graduate, Henrietta, (Texas) High School, 1894; Private Normal, 1894; Instructor, public schools of Enid, 1895-03; Student Dillenbeck School of Oratory, Kansas City, Mo., 1904; Graduate, Enid Business College, 1912; Teacher Shorthand Department, ibid, 1912; Teacher, Phillips Business College, 1913——

RUBY NICHOLS, Instructor in Telegraphy.

Student, Parsons, Kan., High School, 1886; Helm finishing Academy for Young Ladies, 1886-87; Trueblood's School of Oratory, 1887-88; Baker University, 1888-89; Student in Telegraphy in Despatcher's Office, Parsons, Kans., M. K. & T. Ry. 1889; Commercial work on Kansas City Times and Star; Teacher of Telegraphy in Kansas City B. U., 1889-90; Operator and Agent on the M. K. & T. Ry., 1890-96; Teacher Enid Business College, 1911; Teacher, Phillips Business College, 1913——

DARTHULA DUEL, Instructor, Training School for Nurses.

Graduate, University Hospital and Training School, Enid; Nurse, ibid, 1910-13; Superintendent of Hospital, and Instructor, ibid, 1912——

ANNA MAY LINDELL, Instructor, Training School for Nurses.

Graduate, University Hospital and Training School, Enid; Nurse, ibid, 1909-13; Instructor, ibid, 1912——

EXECUTIVE AND OTHER OFFICERS

OLIVER N. ROTH, A. M.,----------Chancellor

ELY V. ZOLLARS, LL. D.,----------President

WILLIAM S. HAMILTON, B. S., LL. B., Educational Secretary

FRANCES E. McGARVEY, A. B.,----------Dean of Women

NELLE F. HORNE, A. B.,----------Librarian

IVY B. ROTH,--Bookkeeper and Secretary to the Chancellor

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.

In the College, The Deans
In the High School, Mrs. Marshall, Chairman W. L. Shane

Library.

Mrs. Horne, Chairman G. K. Stanton
Roy Wolfinger F. L. Crafft

Literary Societies.

Roy Wolfinger, Chairman G. A. Brown

Public Entertainments and Social Functions.

Chancellor Roth, Chairman Mrs. McGarvey
S. H. Horne

Debate.

C. C. Taylor, Chairman G. A. Brown
W. L. Shane

Catalog.

F. H. Marshall, Chairman The Deans and Principals

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F. L. Crafft, Chairman J. C. Lappin
S. H. Horne

Discipline.

Chancellor Roth, Chairman Mrs. McGarvey
G. K. Stanton S. H. Horne
C. C. Taylor

Chapel.

Chancellor Roth, Chairman — Miss Fleming
R. Dyksterhuis

Athletics.

Thomas A. Copas, Chairman — C. C. Taylor

School of Correspondence.

S. H. Horne, Chairman — C. C. Taylor — G. K. Stanton

Phillips University

Historical Statement

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER.

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be nonsectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several schools that have already been established is a Bible School offering Courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since The College of Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED.

The founders of Phillips University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning, dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw a need of Christian schools to neutralize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material condition and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS.

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location, being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS.

A deed to forty acres of ground has been delivered. Three buildings—Main Building, Fine Arts Bulding and Ladies Hall have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, have been installed at a cost of about $15,000. For full description of these buildings, see subsequent pages.

The first session closed May 31, 1906. The patronage and work of the year was most gratifying to the promoters and friends of the school. The sixth session is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. About six hundred students have been enrolled, about eighteen different states and four foreign countries being represented. The various schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

CHANGE OF NAME.

Phillips University was originally chartered under the name Oklahoma Christian University. For various reasons, this name seemed objectionable. The field of the institution is not limited to Oklahoma. The students represent many states. The trustees and financial supporters are by no means confined to Oklahoma.

The authorities decided, after the most careful and prayerful deliberations, to give the university a name that would be general, thus avoiding the tendency to localize it and limit it to state lines.

The foundation of Oklahoma Christian University was made possible by the assistance rendered by T. W. Phillips, in the very beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education was the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, thus uniting two divisions, Oklahoma and Indian Territory, he said to President Zollars, "If you will go out into that new country and undertake the establishment of a school I will support you in the undertaking." One year's work he said will probably determine whether a school can be established or not, and if the results are satisfactory we will go forward with the enterprise. This offer on the part of Mr. Phillips met a hearty response from the people of the Southwest, and especially from broad-minded men who had been looking forward to the establishment of such a school, but who had been unable to undertake it largely for lack of funds. Mr. Phillips may therefore be regarded as the real founder of the institution. Until his death, he had a deep interest in the institution, and was greatly pleased with its rapid progress.

After his death, the trustees decided to name the institution in honor of Thomas W. Phillips. The consent of his family was given, and the change of name in the charter was duly made. This change affects in no way the chartered ob-

ligation of the corporation, in respect to its original purpose, its alumni, or property.

THE FIELD OF THE UNIVERSITY.

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying on the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Phillips University is situated so as to serve the people of Colorado in

an admirable way. It needs the support of this vigorous young state, and in time will render it great assistance.

6. New Mexico and Arizona and other western states are rapidly developing. The great irrigation work which has already accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid wastes of these desert states blossom and bud as the rose. Phillips University is situated so as to be of great benefit to these states whose future is so bright with promise and surely they will render no mean assistance to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Phillips University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—The Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet

rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room, a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story two large literary society halls are provided and four other large, commodious rooms are available. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide, and is destined to be one of the best streets in the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building.

North of the main building about 35 feet distant, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin, and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a

colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement occupied with kitchen and accompanying rooms—pantry, dish room and store room, a large dining room with a seating capacity for 150 people at table, and two rooms for female servants. The basement story is 10 feet in the clear; 6 feet above grade, and above this there are two full stories but no dormer story. On the first floor there is a main hall 15 feet wide, running crosswise of building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are

sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends, they are trusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlasts the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

4.—New Library Building.

Through the beneficence of the Phillips family Phillips University is to have a new library building, which will cost approximately $25,000.

In the basement there will be located sanitary closets, committee rooms and two large rooms for our Christian Associations. The main floor will be given up entirely to library purposes. It will contain one large room which will be occupied by book stacks and reading tables, a reference library room and a reading room. The third story will be occupied by two large literary halls, store rooms and committee rooms. The building will be of a beautiful archi-

tectural design, and fire proof in character. It will be located thirty feet south of the main building, completing a central group of three buildings, Main Building, Fine Arts Building, and Library Building. The three will be connected by corridors, presenting one continuous front of about three hundred feet.

The addition of the library building will give to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

THE SCOPE OF THE WORK.

Phillips University embraces the following colleges and schools:

I. The College of Liberal Arts.
II. The College of the Bible.
III. The School of Education.
IV. The High School.
V. The College of Business.
VI. The College of Fine Arts, including Music, Oratory and Art.
VII. The University Hospital and Nurses Training School.

THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is pre-eminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensible part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for classroom work. Even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction, the library is indispensable. We have

installed a good working library. We have placed over three thousand volumes of well selected books on our shelves as a start for a library and we expect to add several hundred volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes, classified, catalogued and accessioned, according to modern methods may better deserve the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Phillips University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and catalogued according to the "Dewey System"; this, together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

All students will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and serials which students can use whenever they have spare moments.

There are, at present 3,300 well selected bound volumes in the library, besides numerous periodicals, reports, etc., unbound, that are very valuable.

2.—The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instroction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided three laboratories—Chemical, Biological and

Physical. We have expended a considerable sum, and, as a matter of course, we will add to this equipment year by year.

3.—General Appliances.

We have also spent a considerable amount of money in general school appliances, such as desks, tables, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and more will be expended in the near future.

College of Liberal Arts

College of Liberal Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President, Professor of Philosophy.

ARTHUR F. REITER, A. B., Dean, Professor of Chemistry and Physics.

FRANK H. MARSHALL, A. M., Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. B., Professor of History.

GUY K. STANTON, A. M., Professor of Biology.

*JOSEPH E. SMITH, A. B., Professor of Philosophy and Education.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

ROY L. WOLFINGER, A. B., Professor of English Language and Literature.

FRANK L. CRAFFT, A. M., Professor of Modern Languages and Literatures.

CARL R. BROWN, A. M., Professor of Mathematics and Astronomy.

†----------Instructor in Latin.

*On leave of absence, 1913-14.
†Place to be filled.

COLLEGE OF LIBERAL ARTS.

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other schools, but this, in the very nature of the case, must be preceeded by disciplinary study in order that it may be done with greatest profit. Students are urged to take as much of this work as possible as a basis for all professional studies. The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as possible the methods of the best universities. The complete college course should be taken if it can be done.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them. Conformity to the standards adopted by the North Central Association of Colleges and Secondary Schools has been sought on all points.

Entrance Requirements.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in a good High School, or the equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units.

1. English_____3 units
This must include (a) Composition, 1 unit; (b) Ele-

mentary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.

2. **Mathematics**----------**2 units**
Including (a) Algebra, 1 unit; (b) Plane Geometry, 1 unit.

3. **Foreign Language** **2 units**
These units must be offered in one language. They may be offered in Latin, Greek, German, French or Spanish.

4. **Science**----------**1 unit**
This unit must be selected from the following: Botany, Zoology, (a combination of Botany and Zoology may be offered), Physics, and Chemistry.

5. **History**----------**1 unit**
One unit of the following must be offered: Ancient History, Modern History, English History, American History, (one half unit each of American History and Government may be offered).

6. **Electives**----------**6 units**
These electives are described in detail below.

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represent the work done during four years' study in a first class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note—Students lacking one unit may enter the freshman class of the college, conditioned on making up the deficit during the first year.

Graduates of Approved High Schools.

Students with diplomas from approved high schools are admitted to the freshman year of the College of Arts. Each

individual unit, however, must be standardized, and wherever a shortage occurs, it must be made good. The College of Liberal Arts accepts as its list of accredited high schools the lists of the state inspectors.

Description of Entrance Units.

1. English. Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissable are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry).

3. Latin. Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Three units. (a) Elementary Greek. Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) Elements of Grammar, and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French. Two units of Spanish may be offered in the absence of French.

7. Natural Sciences. Six units.

(a) Physiography. One unit or one-half unit. Note books, maps, required. This unit may include Geology, one-half unit.

(b) Physics.--One unit. Recitation and experimental work in laboratory. Note book required.

(c) Chemistry. One unit. Text book, and laboratory work. Note book required.

(d) Botany. One unit. Text book, laboratory work, note book and field excursions. One-half unit may be offered.

(e) Zoology. One unit. Text book, laboratory work and field excursions. One-half unit may be offered.

(f) Physiology. One unit. Text book, drawing and laboratory methods. One-half unit may be offered.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit, if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week, devoted to recitations, and two double periods per week spent in laboratory work.

8. History. Four units. One unit required.

(a) Ancient History. One unit. Text book, outlines, drawings of maps, etc. At least 200 pages of assigned reading should be given in first or second year of the high school.

(b) Modern History. One unit. Text book, outlines, etc. At least 300 pages of assigned reading. Should be taken immediately following the year of ancient history.

(c) English History. One unit. Standard text and at least 300 pages of assigned reading.

(d) American History. One or one-half unit.

(e) American Government. One half unit. (d) and (e) should be taken in the third or fourth year high school, and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Three units may be offered. (a) Agriculture, one or one-half unit. (b) Domesttic Science, one or one-half unit. (c) Commercial Geography, one-half unit. (d) Commercial law, one-half unit. (e) Drawing one or one-half unit. (f) Bookkeeping one unit. (g) Commercial Arithmetic, one-half unit. (h) Phychology, one-half unit. (i) Pedagogy, one-half unit. (j) Typewriting and Stenography two units. Only two units may be offered in Commercial subjects. (k) Manual Training, one unit.

Work Required for the Degree Bachelor of Arts.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the high school, along general lines.

Regulations Governing the Election of Courses in the Freshman and Sophomore Years.

I. Rhetoric. All students are required to take this subject in the freshman year.

II. Every student is required to do a year's work in each of two subjects in the three following elective groups:

I.	**Language**	1. English Language. 2. Ancient Languages. 3. Modern Languages.
II.	**Science**	1. Mathematics. 2. Physical Sciences. 3. Biological Sciences.
III.	**History and Philosophy**	1. History or Social Sciences. 2. Philosophy and Education. 3. Biblical History and Literature.

Requirement in Philosophy may be deferred until the junior or senior year.

Regulations Governing the Election of Courses in the Junior and Senior Years.

I. Required of all Students: Psychology, one semester, Logic, one semester, Apologetics, one semester, and Ethics or Biblical Literature, one semester.

II. During the junior and senior years, the student must pursue subjects in a Major Group, to be elected at the beginning of the junior year. These subjects must include not less than twenty (20) semester hours, nor more than forty (40) semester hours. 20 hours of the major subject must be chosen from courses open only to advanced students. Also, the student must elect a Minor Group with a minimum of twelve (12) hours, of which at least eight (8) hours must be in advanced courses. The subjects of the Major and Minor must be chosen with the advice and consent of the professors in charge.

III. Thesis. Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must be approved by the Major professor, and the work done under his direction. The theme for the Thesis must be presented and approved not later than Oct. 15. The Thesis must be completed not later than May 1.

Free Electives.

In addition to the work required above, sufficient electives must be chosen to make a total of 120 semester hours, or credits, in order to obtain the degree Bachelor of Arts.

Definition of Credit.

A college credit represents one full hour perod or recitation each week for one semester. A student reciting creditably 15 hours per week for 4 years would do the prescribed amount of work.

Work Required for the Degree Master of Arts.

1. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work, for at least two semesters.

2. He must do work amounting to at least 30 credits. Some of his subjects may be chosen from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversignt of a professor appointed by the committee.

3. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee. The theme for the Thesis must be presented and approved not later than Oct. 15. The Thesis must be completed not later than May 1.

4. The candidate must pursue his graduate studies along the lines of the major and minor subjects of the undergraduate work.

Courses of Instruction

BIOLOGICAL SCIENCES.

Professor Stanton.

The purpose of these courses is to give a thorough knowledge and understanding of the subject matter of each course. Biology 1 is prerequisite to courses 2, 3, 4, 5, 6, 7 and 9. Courses 3, 5, 7, 8, and 10 will be valuable for premedical students. Courses 8 and 9 are excellent for ministerial students. Biology 1, 8, 9, 10 and 11 count toward the group requirement in biological science. Students majoring in this department should arrange their work early in their college course.

Laboratories. The biological laboratories, located upon the first and second floors of the main building, are well lighted and commodious, making them exceptionally well fitted for dissecting and microscopic work. The laboratories are equipped with compound microscopes, dissecting microscopes, low power magnifiers, dissecting sets, human skeleton, Philtz life size manikin, complete set of 28 Bock-Steger's anatomical models, mounted cell and tissue slides and dissecting material.

1. General Zoology.—A general survey of the field of zoology with reference to classification, relationship, distribution, ecology, life history and the bearing of biological problems on human progress. The laboratory work consists of a study of type specimens. Two recitations and three laboratory periods a week. Occasionally Saturday afternoon will be devoted to field work.

Text, Hegner's College Zoology. First semester, 5 hours.

2. Invertebrate Zoology—An advanced course of the various invertebrate phyla. This is a continuation of course 1 for students wishing a more detailed study of the subject. Two recitations and three laboratory periods a week.

Text, Parker and Haswell's Text-book of Zoology, Vol. 1, (1914-15). Second semester, 5 hours

3. Vertebrate Zoology—A detailed study of the verte-

brates, designed especially for students preparing for the study of medicine or those specializing in biology. The laboratory work consists of a careful dissection and study of type specimens of the vertebrates. Two recitatioins and three laboratory periods a week.

Text, Parker and Haswell's Text-book of Zoology, Vol. II. (1912-13). Second semester, 5 hours.

4. General Entomology—This course includes a general survey of the morphology, distribution and behavior of the orders of insects. The work in the laboratory consists of a morphological study of types, followed by a comparison of each type studied with closely allied forms. A series of lectures and assigned readings accompany the laboratory work.

Text, Folsom's Entomology.

(1913-14) Second semester 5 hours.

5. Histology—The course is introduced by a brief study of the structure and manipulation of the compound microscope, followed by a laboratory study of the normal animal tissues from prepared sections. Careful drawings are required of all tissues studied. One lecture and four laboratory periods a week.

Text, Histology by Bohm, Davidoff and Huber.

First semester, 5 hours.

6. Cytology—A microscopic study of the structure and development of cells. A study of resting cells will be followed by a study of the stages of mitotic cell division. Somatic and germ cells are considered.

Text, Wilson's The Cell in Development and Inheritance.

(1913-14). Second semester, 5 hours.

7. Embryology—A general study of embryological development, dealing especially with the ontogeny of the chick and pig from the study of sections, dissections and whole mounts of embryos.

Text, Minot's Laboratory Text-book of Embryology.

(1914-15). Second semester, 5 hours.

8. Sanitary Biology—A very practical course in the study of sanitary science as it concerns health and disease, infec-

tion and contagion, their dissemination and control. Students will investigate sanitary conditions in Enid and make a special study of our city sewerage system.

Text, Sedwick's Principles of Sanitary Science.

First semester, 3 hours.

9. Bionomics—An introduction to some of the more important questions of theoretical biology, such as the origin of species, structure of protoplasm, mechanism and vitalism, heredity, variation, mutation, etc. Work consists of lectures, discussions, library readings and numerous reports.

Text, Evolution and Animal Life by Jordan and Kellogg.

Second semester, 3 hours.

10. Human Physiology—An advanced course covering the study of fundamental physiological actions, differentiation of tissues, skeleton, blood, cartilage, motor organs, alimentary canal and urogenital organs. Excellent course for students preparing to study medicine. Three recitations and two laboratory periods a week.

Text, Martin's Human Body. (Adv).

First semester, 5 hours.

11. General Botany—A study of the several groups of plants with reference to morphology, physiology and ecology. Considerable field work will be required. Three recitations and two laboratory periods a week.

Text, Coulter, Barnes and Cowles Botany.

Second semester. 5 hours.

12. Field Zoology—During the summer vacation it will often be possible to arrange for a field study of the local fauna. The work will consist of collecting trips, methods of preserving material, life histories, classification, and ecology. One hour of credit will ordinarily be given for a full week's work. Summer vacation, 1 to 4 hours.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey, as broad as the limits allow, of the Jewish and Christian Language and

Literature from 280 B. C. to 200 A. D. Courses 1 and 2 will satisfy the requirement of Ancient Languages in Group I. Courses 9 and 10 will satisfy the requirement of Biblical Literature in Group III. These four courses may not count toward a major.

I. COURSES IN GREEK.

1. Elementary Greek.—Study of Etymology, with daily drill in composition. First semester, 4 hours.

2. Elementary Greek—Completion of the study of the Paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. The Gospels of Matthew and Mark.—Translation, word studies, and New Testament Greek Grammar.
First semester, 4 hours.

4. The Gospel of Luke, and Apocalypse.—Grammar continued. Second semester, 4 hours.

5. Acts of Apostles and Miscellaneous Epistles.—Reference work in syntax.
(Offered 1912-13) First semester, 3 hours.

6. The Septuagint.—Translations from Kings, the Psalter, Isaiah, Wisdom of Jesus, and I Maccabees. Studies in the grammar and history of the Septuagint, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1912-13). Second semester, 3 hours.

7. Canon and Text of the New Testament.—Discussion of the manuscripts, and versions of the New Testament.
(Offered 1912-13). Second semester.

8. The Pauline Epistles.—Studies in syntax.
(Offered 1913-14). First semester, 3 hours.

9. Patristic Greek.—Translation of the Didache, Shepherd of Hermas, First Apology of Justin Martyr, Selected Epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, with general survey of Patristic Literature until Latin became the official language of the church.
(Offered 1913-14). Second semester, 3 hours.

II. COURSES IN ENGLISH.

10. The Gospels of Matthew and Mark.—The Teachings of Jesus, and of the sects of the Jews.

First semester, 4 hours.

11. The Gospels of Luke and John.—

Second semester, 4 hours.

12. Acts of Apostles.—Survey of the Jewish Literature of the Greek and Roman periods.

(Offered 1912-13). First semester, 3 hours.

13. Pauline Epistles.—

(Offered 1913-14). First semester, 3 hours.

14. Miscellaneous Epistles and the Apocalypse.—

(Offered 1913-14). Second semester, 3 hours.

ENGLISH.

Professor Wolfinger.

Courses in English propose:

1. To teach more efficient oral and written composition.

2. To study the power and beauty of the English Language.

3. To prompt original thought and independent research.

1. College Rhetoric. A thorough study of the principles of Composition and Rhetoric. Daily and fortnightly themes. Assigned readings and oral reports. Required of all freshmen. Does not count for major.

First semester, 4 hours.

2. College Rhetoric continued. Required of all freshmen. Presupposes English 1, and does not count for major.

Second semester, 4 hours.

5. American Poetry. Text, Page. A study of the American poets. Assigned themes, readings and oral reports. Open to all college students, recommended for Sophomores. May be major. First semester, 3 hours.

6. American Prose. Assigned themes, readings, and oral reports. Open to all college students. May be major.
Second semester, 3 hours.

7. Argumentation and Debate. Study of the principles of debate, accompanied by extensive practice. This course is usually offered by the Oratorical department.
First semester, 4 hours.

8. Mythology. Not offered during 1913-14.

9. Novel. A study of six great masters of the novel, and of the laws of structure and plot. Themes and reports. This course not offered during 1913-14 because it alternates with English 11.

10. Essay. A study of six great essayists, and of the laws and kinds of essays. Themes and reports. This course not offered during 1913-14 because it alternates with English 12.

11. English Poetry from Chaucer to Keats. An intensive study of English Poets, requiring much reading, much theme writing, and careful study of form. Open to students who have had two years of college English, or who are otherwise qualified. First semester, 4 hours.

12. English Poetry from Browning to Kipling. A continuation of English 11, and requiring it before entrance. Special attention given to Browning and Tennyson.
Second semester, 4 hours.

13. Literary Interpretation of the Bible. Text, Moulton. A study of the Bible in Literature. Open only to students above Sophomore rank. First semester, 3 hours.

14. Literary Interpretation of the Bible. English 13 continued. Second semester, 3 hours.

15. Shakespere. Study and analysis of four plays paying special attention to characters and the art of Shakespere. Open to all college students above freshmen. Readings, themes and oral reports. First semester, 4 hours.

16. Shakespere. English 15 continued.
Second semester, 4 hours.

17. Literary Criticism. This course not offered during 1913-14 because it alternates with English 13.

18. Literary Criticism continued. This course not offered during 1913-14 because it alternates with English 14.

Note. Courses 8 to 18 may be counted major work without question. Courses 8 to 18 may be counted graduate work if applicant does more extensive study.

HISTORY.

Professor Horne.

Well has it been said: "Not to know history is to remain always a child." Indeed, a knowledge of world movements is an indispensable factor in the education of every college student. Every one, then, justly claiming to be educated, should possess a more or less intimate acquaintance with the achievements of the race; a familiarity with the institutions which have embodied the ever-changing, struggling ideals that mark the path of human progress. It may be added that, aside from the keen pleasure derived from the study of history, it is believed that no other course in the college curriculum possesses greater culture value than does history.

The following courses are intended to give the student an outlook on the field of history as broad as possible to be consistent with thoroughness

Either 1 and 2, or 3 and 4 will absolve the group requirements in history. If the student elects 1 and 2 to absolve the group requirement, he may count all other courses as majors in history. Courses 1 and 2 are designed primarily for freshmen and sophomores, being fundamental and introductory to all other work in European history.

1. Europe in the Middle Age. A study of European history from the inception of the barbarian invasions to the crusades. Feudalism, the Papacy and the Empire, the development of Institutions, the rise of the Monarchic states, and the Renaissance are some of the subjects of study.

The text-book will be supplemented by considerable collateral reading, written and oral quizzes, informal lectures, re-

ports, outlines, and maps. A well kept note book will be required of every student.

First semester, 4 hours..

2. Europe in the Middle Age. This course is a continuation of History 1, and covers the history of Europe from the Crusades to the close of the Mediaeval period. The method will be the same as in History 1.

Second semester, 4 hours.

3. Modern Europe. This course aims to give a general survey of European history from the close of the Mediaeval period to the French Revolution. The chief subjects studied will be the Reformation, the so-called Religious Wars, the Absolute Monarchies, etc. Prerequisite, history 1 and 2, or their equivalent. Text-book, lectures, quizzes, special reports and outlines, collateral reading, maps, and note-book.

First semester, 3 hours.

4. Modern Europe. This is a continuation of history 3, and covers the period of European history from the French Revolution to the present time. The method of instruction is the same as in history 3. Second semester, 3 hours.

5. The Italian Renaissance. This course has for its purpose a careful survey of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Middle Ages.

First semester, 2 hours.

6. The Protestant Reformation. An intensive study of the origin, progress, and political results of the great religious movement of the Sixteenth Century.

Second semester, 2 hours.

7. The Balance of Power. A study of some of the phases of European history in the Eighteenth Century. A text-book will be used, supplemented by occasional lectures, collateral reading, special reports, note-book work, and maps. Open only to advanced students.

(Omitted 1913-14). First semester, 2 hours.

8. The Revolutionary and Napoleonic Era. A study of the history of Europe, with special reference to France, from

1789 to 1815. Method of instruction is similar to that pursued in history 5. For advanced students.
(Omitted 1913-14). Second semester, 2 hours.

9. Advanced History of Greece. A survey of the history of Greece to the death of Alexander the Great. For undergraduates and graduates.
(Omitted 1913-14). First semester, 4 hours.

10. Advanced History of Rome. A survey of the history of Rome from the earliest times to the fall of the Empire in the West. For undergraduates and graduates.
(Omitted 1913-14). Second semester, 4 hours.

11. Mediaeval England. The aim of this course will be to study the rise and growth of economic, social, and political institutions in England from early times to the opening of the Tudor period. Text-book, informal lectures, collateral reading, reports, outlines, maps.
First semester, 3 hours.

12. Modern England. This is the second half of a general course in English history, covering the period 1485 to the present. The method of instruction is the same as in history 11. Second semester, 3 hours.

13. Constitutional History of the United States. This course will aim to study the origin and development of American institutions, constitutional and extra-constitutional, federal and state.
(Omitted 1913-14). First semester, 3 hours.

14. Constitutional History of the United States. This is a continuation of Course 13, and will follow the same general trend of investigation.
(Omitted 1913-14). Second semester, 3 hours.

15. Political History of the United States. An intensive study of the United States embracing the period from the American Revolution to the end of Jackson's administration. Text-book, informal lectures, assigned readings, note-book work, maps. First semester, 3 hours.

16. Political History of the United States. A continuation of History 15, studying the period from Jackson to the present. Emphasis will be laid on the slavery agitation leading up to the civil war, and the reconstruction after the war. The method will be the same as in history 15.

Second semester, 3 hours.

LATIN.

*----------Instructor.

1. Virgil. First six books of the Aeneid. This course completes the work done in fourth year High School Latin.

First semester, 4 hours.

2. Ovid. Miller's selections.

Second semester, 4 hours

3. Livy. Books I and XXI.

(Offered 1914-15). First semester, 3 hours.

4. The Roman Drama. Terence's Phormio and Plautus' Captivi.

(Offered 1914-15). Second semester, 3 hours.

MATHEMATICS.

Professor Carl R. Brown.

1. Solid Geometry. Propositions and original demonstrations in lines, planes, polyhedrons, cylinder cones and spheres.

First semester, 3 hours.

2. Algebra. Review of factoring, fractions, simple and simultaneous equations, radicals, quadratics, ratio, proportion, variation, series, imaginary and complex numbers, inequalities, variables and limits, binomial theorem, logarithms, undetermined coefficients, and graphic algebra.

Second semester, 4 hours.

Courses 1 and 2 will each count 2 hours in satisfaction of the requirement in Mathematics, Group I. Courses 3, 4, 6, 7, 8 or 13 may also be offered for this freshman or sophomore group requirement.

* To be supplied.

3. Plane Trigonometry. Functions of an angle, emphasizing the relation of the natural functions to plane geometry; trigonometric analysis, solution of triangles by the use of the natural and logarithmic functions.

First semester, 4 hours.

4. Spherical Trigonometry. Deduction of formulae, Napier's circular parts and analogies, and problems.

Second semester, 2 hours.

6. Surveying. Theory of plane surveying, adjustment, care and use of instruments, and field practice.

Second semester, 3 hours.

7. College Algebra. A brief review of some very important fundamental operations, variation, factor and remainder theorems, series, imaginary numbers, binomial theorem for all exponents, undetermined coefficients, logarithms, and graphic algebra. First semester, 4 hours.

8. College Algebra. Eolution of higher power equations, theory of equations, determinants, and graphic algebra.

Second semester, 3 hours.

9. Analytical Geometry. Points, lines, areas and the conic sections. (1913-14). First semester, 4 hours.

10. Analytical Geometry. Higher plane curves and the solids. (1913-14). Second semester, 3 hours.

11. Differential Calculus. Derivatives of algebraic, trigonometric and exponential functions, and their applications. (1914-15). First semester, 4 hours.

12. Integral Calculus. The anti-derivatives and their applications. (1914-15). Second semester, 3 hours.

13. Elementary Astronomy. A descriptive course of celestial objects and phenomena, and the identification of constellations. First semester, 3 hours.

14. General Astronomy. An advanced course in astronomical instruments, celestial bodies, and problems of the astronomer. Second semester, 3 hours.

For a major, courses above 7, except 13, may be offered.

MODERN LANGUAGES.

Professor Crafft.

I. GERMAN.

Courses 1 and 2 may not count toward a major.

1. Beginner's Course. Bacon's German Grammar. A Study of the principles of German syntax. This course completes the work done in the first year High School German. First semester, 5 hours.

2. Beginner's Course. Continuation of Course 1. Reading of Prose. Texts conform to the recommendation of the North Central Association of Colleges and Secondary Schools. Open to students who have had two semesters of High School German. Second Semester, 5 hours.

3. The Drama. Reading of representative German plays. One hour composition and conversation. Prerequisite courses I and 2, or two years German in high school. First semester, 4 hours.

4. Schiller. Reading of his more important productions in class and reports on private readings. Second semester, 4 hours.

5. Goethe. Study of Goethe's works (except Faust), based on Bernhardt's "Goethe's Meisterwerke." First semester, 3 hours.

6. Goethe. Continuation of Course 5. Analysis and interpretation of Faust I and II. Second semester, 3 hours.

7. Modern Novel and Drama. Reading of Hauptmann, Sudermann, Ibsen and others. (Offered 1913-14). First semester, 2 hours.

8. Modern Novel and Drama. Course 7 continued. (Offered 1913-14). Second semester, 2 hours.

9. History of German Literature. General survey based on Keller's Bilder aus der Deutschen Litteratur. Theme work and reference readings. (Offered 1914-15). First semester. 2 hours.

10. History of German Literature. Course 9 continued. (Offered 1914-15) Second semester, 2 hours.

II. FRENCH.

1. Fraser and Squair's French Grammar. Prose Composition. Guerber's Contes et Legendes.

First semester, 4 hours.

2. Fraser and Squair continued. Guerber's Contes at Legendes. De La Bedolliere's L'histoire de la Mere Michel et de son chat. Bacon's Une Semaine a Paris.

(Offered 1913-14). Second semester, 4 hours

3. Fraser and Squair's French Grammar. Prose Composition. Daudet's Trois Contes Choisis. Gervais' Un Cas de Conscience. Halevy's L' Abbe Constantin.

First semester, 4 hours.

4. French Grammar, Composition and Conversation. Dumas' La Tulipe Noire. About's Le Roi des Montagnes. Victor Hugo's La Chute. La Brete's Mon Oncle et Mon Cure. De Musset's Pierre et Camille. Labiche et Martin's La Poudre aux Yeux.

(Offered 1914-15). Second Semester, 4 hours.

PHILOSOPHY AND EDUCATION.

President Zollars.

***Professor Smith.**

†Assistant.

I. PHILOSOPHY.

1. Introduction to the History of Philosophy. Ancient Philosophy.

(Offered 1914-15). First semester, 3 hours.

2. Philosophy. Course 1 continued. Modern Philosophy.

(Offered 1914-15). Second semester, 3 hours.

3. Psychology. A course in general psychology, including

*Absent on leave 1913-14.

†To be supplied.

4. Educational Psychology. Continuation of Phychology. Work is based on Judd's Psychology.

Second semester, 4 hours.

5. Logic. A course in the elements of formal logic.

Second semester, 4 hours.

6. Theory of Knowledge. Continuation of Philosophy 5. (Offered 1914-15). Second semester, 3 hours.

7. Apologetics. Christianity defensively stated, in connection with a discussion of Theism.

First semester, 3 hours.

8. Ethics. A course in the principles of the various schools of ethical theorists.

(Offered 1914-15). Second semester, 3 hours.

9. The Philosophy of the Christian Religion. A discussion of the attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion.

First semester, 4 hours.

II. EDUCATION.

1. History of Education. As a basis, Monroe's text is used. First semester, 4 hours.

2. Philosophy of Education. The theory of teaching is discussed. Text, Horne. Second semester, 4 hours.

3. The Pupil. A course comprising a study of the pupil, using as texts, Fundamentals of Child Study, by Kirkpatrick, and The Study of the Child, by Taylor.

First semester, 3 hours.

4. The Teacher. A study of the teacher, his qualifications, methods, etc. Text, The Making of a Teacher, by Brumbaugh. References, Jesus as a Teacher, by Hinsdale; Teachers and Teaching, by Trumbull.

Second semester, 3 hours.

Note.—For Elementary Psychology and Methods, see High School, Education.

PHYSICAL SCIENCES.

Professor Reiter.

I. PHYSICS.

The physical laboratory is fully equipped with new modern apparatus carefully selected with particular reference to the experiments to be performed by the student in the laboratory. While the experiments are primarily qualitative, careful observations, correct deductions, accurate computations will be demanded of each student. Text and laboratory exercises must be taken to secure credit for the courses offered in this department.

1. Elementary Physics. An introductory course in mechanics and heat, for those not offering an entrance unit in the subject. Should be accompanied by Course 3.

First semester, 2 hours.

2. Elementary Physics. A continuation of preceding course in magnetism, electricity and light. Should be accompanied by Course 4. Second semester, 2 hours.

3. Laboratory Physics. A course of 25 laboratory exercises to be performed, and carefully recorded and explained by the student. Should accompany course 1, but may be taken either semester by teachers or others desiring to review the subject of elementary physics.

First (or second) semester, 2 hours.

4. Laboratory Physics. A course of 28 laboratory experiments in magnetism, electricity and light designed to accompany course 2, but either or both 3 and 4 may be taken either term or both in the same term by teachers or those reviewing physics.

Second (or first) semester, 2 hours.

5. General Physics. A more advanced course in mechanics and heat, requiring an elementary acquaintance with plane trigonometry, and should be accompanied by Course 7.

First semester, 3 hours.

6. General Physics. A continuation of previous course in

magnetism, electricity and light, and should be accompanied by course 8. Second semester, 3 hours.

7. General Laboratory Physics. An advanced experimental course designed to accompany course 5. Two double laboratory periods per week. First semester, 2 hours.

8. General Laboratory Physics. Two double periods per week intended to accompany course 6.
Second semester, 2 hours.

II. CHEMISTRY.

Laboratory.—The chemical laboratory is on the first floor of the main building, and is now provided with individual desks, sinks, lockers and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical storeroom adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high speed centrifugal, etc.

1. Inorganic Chemistry. Class and laboratory exercises in the general principles of the science, hydrogen, oxygen, water, chlorine, halogens, nitrogen, neutralization, atomic theory periodic law, and electrolysis. Full notes on all laboratory work is required. Two recitations and three double laboratory periods per week.
First semester, 5 hours.

2. Inorganic Chemistry. A conttinuation of previous course introducing flames, carbon, silicon, phosphorus and their compounds, and the base forming elements. Two recitations and three double laboratory periods per week.
Second semester, 5 hours.

3. Qualitative Chemistry. An introductory course in the separation and detection of common elements. Most of the work will be in the laboratory but will be accompanied by individual instruction and quizzes. One recitation and two double laboratory periods per week.
(1913-14) First semester, 3 hours.

4. Qualitative Chemistry. A continuation of course 3.

One recitation and two double laboratory periods per week. (1913-14). Second semester, 3 hours.

5. Organic Chemistry. A study of the more important organic compounds and the process for their preparation. One recitation and two double laboratory periods per week. (1914-15). First semester, 3 hours.

6. Organic Chemistry. A continuation of preceding course. One recitation and two double laboratory periods per week. (1914-15). Second semester, 3 hours.

III. GEOLOGY.

***_____Instructor.**

1. General Geology. An introduction to the fundamental principles of geology, designed for students desiring the study as a part of a liberal education. Class room work will be supplemented with field excursions in order that the student may be placed in direct contact with geological problems. The history of the succession and distribution of the earth's crust as recorded by the fossil fauna and flora will be studied. Text, Chamberlin and Salisbury's College Geology. First semester, 5 hours.

2. Physiography. A study of the development of land forms and of the agents which produce them. Special consideration is given to the life history and work of streams, to glaciers, the ocean, climate, etc. An excellent course for teachers. Text, Salisbury's Physiography. (Adv.) (1913-14). Second semester, 5 hours.

SEMITIC LANGUAGES AND LITERATURES.

Professor Taylor.

I. COURSES IN LANGUAGE.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. First semester, 4 hours.

*To be supplied.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis.
Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verbs.
First semester, 4 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrews as revealed in the syntax.
Second semester, 4 hours.

5. The Minor Prophets. An advanced course embracing a critical study of the texts in the light of their linguistic peculiarities and historical background.
(Offered 1914-15). First semester, 3 hours.

6. Aramaic. In this course the principles of Aramaic will be studied and the Aramaic portions of the Old Testament read. (Offered 1914-15). Second semester, 3 hours.

7. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translations, versions, and languages of the Old Testament will be studied.
First semester, 3 hours.

II. COURSES IN ENGLISH.

8. Historical Literature of the Old Testament. The rise of the Hebrew nation, and its contact with contemporaneous nations. First semester, 4 hours.

9. Historical Literature of the Old Testament. Continuation of 7; a study of the Kingdom of Israel, its power, decline, and fall. Second semester, 4 hours.

10. The prophetical Element of Hebrew Literature. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.
First semester, 3 hours.

11. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life, and their part in moulding the conduct of the people. (b) **The Psalter.** Classification of the Hebrew lyrics, and interpretation of the material. Second semester, 3 hours.

12. The Legal Element of the Old Testament. This course comprises a study of Israel's codes of law, their classification, comparison with other semitic laws, and a discussion of their influence upon the legal codes of subsequent times. (Offered 1914-15). First semester, 3 hours.

13. Hebrew Social Life. A study of the various elements that made up the Hebrew social life, such as religion, education, commerce, etc., and the influences they exert upon the individual, the family, the tribe, and the nation. Second semester, 3 hours.

14. Ancient Semitic Records. This course comprises a study of the records of nations contemporary with Israel, especially the monuments of Egypt, Babylonia, and Assyria. Second semester, 3 hours.

The College of the Bible

The College of the Bible

Faculty

ELY V. ZOLLARS, A. M., LL. D., President, and Professor of Apologetics and Homiletics.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

SAMUEL H. HORNE, A. B., Professor of Church History.

*JOSEPH E. SMITH, A. B., Professor of Religious Pedagogy.

GEORGE A. BROWN, Professor of Public Speaking.

EUGEN A. HAESENER, Professor of Sacred Music.

*Absent during 1913-14.

The College of the Bible

Its Aims and Purposes.

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to equip young men thoroughly for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are afforded in Biblical and cognate languages, Biblical Literature, Biblical and contemporary history, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Religious Pedagogy, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the School and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

Requirements for Admission.

To enter regularly for the courses leading to the degrees Master of Arts and Bachelor of Divinity, the student must

have the degree Bachelor of Arts from this institution, or some other college or university of good standing.

I. REQUIREMENTS FOR THE DEGREE A. M.

1. The student must pursue advanced courses of study in the Bible College for at least nine months, in residence.

2. He must complete in a satisfactory manner, courses amounting to 30 credits, or semester hours.

3. He must choose a Major subject, and offer at least 15 credits in that department.

4. He must present a Thesis, prepared under the supervision of the Major professor. The theme for the Thesis must be selected and approved not later than Oct. 15, and must be completed not later than May 1. The Thesis should require considerable research.

II.—REQUIREMENTS FOR THE DEGREE B. D.

1. The degree of Bachelor of Divinity requires three years of advanced theological work, after receiving the degree Bachelor of Arts.

By special arrangements with the College of Liberal Arts, however, the student may elect one year's work from the Bible College for which he receives credit toward his A. B. degree. This leaves only two subsequent years' study in the Bible College in order to receive the degree B. D.

2. The student must offer 16 credits in advanced Biblical and Patristic Greek; 16 credits in Semitic Languages; 8 credits in Apologetics and Criticism; 8 credits in Christian Doctrine; 8 credits in Church History; 16 credits in Biblical Literature and History.

In case the student has completed certain of these required courses in the College of Liberal Arts, he must offer other subjects, elective, in their place.

3. The student must complete work amounting to 90 credits or semester hours.

4. He must present a Thesis, the preparation of which involves considerable research. The theme must be selected and approved not later than at the opening of the third year's work.

5. Of the three years' work required, at least one year, the third, must be spent in residence at this institution.

ELECTIVE BIBLE COURSE, WITH THE DEGREE Th. B.

Some who enter upon the work of preparation for the ministry late in life, with whom time is an object, feel that they cannot afford to complete the work for the degree A. B. before beginning their immediate preparation for the ministry. To suit the needs of such students, an outline of studies has been prepared as follows:

I. Entrance Requirements.

Graduation from an approved High School, or the equivalent. For details see Entrance Requirements, College of Liberal Arts.

II. Required of all Students.

1. In the College of Liberal Arts:

(a) Rhetoric (freshman year) 8 credits.

(b) Psychology (advanced) 4 credits.

(c) Logic, 4 credits.

(d) Semitic and Biblical Greek Languages, 24 credits.

In case the student's entrance requirements lack the necessary 2 units of a foreign language, he may offer as a substitute 16 additional credits in Semitic and Greek languages.

(e) Ethics, 4 credits.

2. In the Bible College:

(a) Apologetics, 4 credits.

3. Distribution of the Courses.

(a) 60 credits may be chosen from courses open to freshmen and sophomores, either in the College of Liberal Arts or in the Bible College.

(b) 60 credits must be chosen from courses open to juniors and seniors (advanced courses), either in the College of Liberal Arts or in the Bible College.

4. The student must offer a total of 120 credits or semester hours to complete the Elective Bible course.

5. A Thesis is required, subject to the same conditions as those imposed for the degree A. B.

III. The Degree Bachelor of Theology.

For the completion of the Elective Bible Course, the degree Th. B. is given. This degree represents work equal in time, amount, and quality, to that required for the standard degree Bachelor of Arts. It differs from the degree A. B., only in the fact that it allows a more liberal election of Biblical subjects than is possible for the degree A. B.

Since, however, the Elective Bible Course is not a standardized curriculum, the student, who receives the degree Th. B., cannot make his work a basis for the advanced degrees of Master of Arts and Bachelor of Divinity. He must first complete the work required regularly for the degree A. B., before he can become a candidate for A. M., or B. D.

Definition of Credit.

A credit is one hour's recitation each week for a period of 18 weeks. A class reciting 4 hours each week for one semester would receive four credits.

Courses of Instruction

President Zollars.

I. APOLOGETICS AND CRITICISM.

1. (a) **Christian Evidences.** Christian teachers and preachers have always regarded the evidences for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the Scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian college should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's Divine Demonstration is used.

(b) **Divinity of Christ.** The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled, "The King of Kings," by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented. First semester, 4 hours.

2. **The Higher Criticism.** The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of critcism employed by the destructive school. Text books: The Higher Criticism.—Green; The Authorship of Deuteronomy.—McGarvey. First semester, 4 hours.

II. HOMILETICS AND PASTORAL THEOLOGY.

1. **Homiletics.** This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor, thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others as reference books.

First semester, 2 hours.

2. **Sermon Outlines.** Sermons, chiefly of an expository nature, are developed before the class and the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to principal divisions. The aim is not only to impart hermeneutical knowledge but also to secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. First semester, 2 hours.

3. **Pastoral Theology.** It is the aim of this study to acquaint the student with the duties developing upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark, "an art rather than a science." It aims to instruct the student in many of the practical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the Word. Text: Hoppin's Pastoral Theology and Gladden's Parish Problems. First semester, 2 hours.

III. SPECIAL BIBLE THEMES.

1. **The Pentateuch.** This work consists of a study of the books of the Pentateuch the aim being to discover the leading purpose of each book. The question of authorship and date will also be considered. The broad general divisions of the separate books will be pointed out. "Beginnings" as revealed in Genesis will be discussed. Text-book: The Word of Truth.—Zollars.

First half second semester, 4 hours.

2. **Hebrew Prophecy.** The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book: Hebrew Prophecy.—Zollars. Second half second semester, 4 hours.

3. **First Principles.** The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are treated, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the plea of the Disciples of Christ, and the Christian Creed. Text-books: The Great Salvation—Zollars; and The Commission Executed.—Zollars. Second semester, 4 hours.

4. **The New Testament Church.** The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: Christian System, by Alexander Campbell, and The Church of Christ, by a Layman, are used.

First semester, 4 hours.

SUMMARY OF THE WORK OF PRESIDENT ZOLLARS.

Session 1913-14.

First Semester.	Hrs.
Psychology	4
Authorship of Pentateuch	4
Authorship of Deuteronomy	4
Homiletics and Sermon Outlines	4

Second Semester	Hrs.
Logic	4
Word of Truth and Abrahamic Promises Fulfilled	4
Homiletics and Sermon Outlines	4

Session 1914-15.

First Semester.	Hrs.
Psychology	4
The Divine Demonstration and The Kings of Kings	4
Sermon Outlines	4

Second Semester.	Hrs.
Logic	4
Hebrew Prophecy and The Great Salvation	4
The Commission Executed and Sermon Outlines	4

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his

attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1. Elementary Greek. Study of etymology, with daily drill in composition. First semester, 4 hours.

2. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John.
Second semester, 4 hours.

3. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar.
First semester, 4 hours.

4. The Gospel of Luke, and Apocalypse. Grammar continued. Second semester, 4 hours.

5. Acts of Apostles and Miscellaneous Epistles. Reference work in syntax.
(Offered 1912-13). First semester, 3 hours.

6. The Septuagint. Translations from Kings, The Psalter, Isaiah, Wisdom of Jesus, and I Maccabees. Studies in the grammar and history of the Septuagint, and the relation it

sustains to the Hebrew of the Old Testament and the Greek of the New Testament.

(Offered 1912-13). Second semester, 3 hours.

7. Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament.

(Offered 1912-13). Second semester, 3 hours.

8. The Pauline Epistles. Studies in syntax.

(Offered 1913-14). First semester, 3 hours.

9. Patristic Greek. Translation of the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, portions of the Parables of the Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church.

(Offered 1913-14). Second semester, 3 hours.

II. Courses in English.

The purpose of the following courses is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: American Standard Revised Version of the Bible.

9. The Gospels of Matthew and Mark. The teachings of Jesus and of the sects of the Jews.

First semester, 4 hours.

10. The Gospels of Luke and John.

Second semester, 4 hours.

11. Acts of Apostles. Survey of the Jewish Literature of the Greek and Roman periods.
(Offered 1912-13). First semester, 3 hours.

12. Pauline Epistles.
(Offered 1913-14). First semester, 3 hours.

13. Miscellaneous Epistles and the Apocalypse.
(Offered 1913-14). Second semester, 3 hours.

CHURCH HISTORY.

Professor Horne.

The student in church history must have as a preparation a thorough training in the history of Europe in the Middle Ages. Such a course is offered in History 1 and 2 in the department of History, College of Liberal Arts.

1. General Church History. From the establishment of the church to Luther.
(Offered 1912-13). First semester, 3 hours.

2. General Church History. From Luther to the present time.
(Offered 1912-13). Second semester, 3 hours.

PHILOSOPHY AND RELIGIOUS EDUCATION.

***Professor Smith.**

1. The Philosophy of the Christian Religion. A discussion of the attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion.
First semester, 4 hours.

2. Ethics. A course in the principles of the various schools of ethical theorists.
(Offered 1914-15). Second semester, 3 hours.

3. The Pupil. A course comprising a study of the

***Absent during 1913-14. Classes provided for.**

pupil, using as texts, Fundamentals of Child Study, by Kirkpatrick, and The Study of the Child, by Taylor.

First semester, 3 hours.

4. The Teacher. A study of the teacher, his qualifications, methods, etc. Text, The Making of a Teacher, by Brumbaugh. References, Jesus as a Teacher, by Hinsdale; Teachers and Teaching, by Trumbull.

Second semester, 3 hours.

SEMITIC LANGUAGES AND LITERATURES.

Professor Taylor.

I. Courses in Language.

Since a knowledge of the Old Testament is necessary to the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Text-books, William H. Harper's Method and Manual and Elements. First semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzsch's Hebrew Bible and Davis Lexicon. Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in Course 2. First semester, 4 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought pro-

cesses of the Hebrew as revealed in the syntax. Textbooks, Harper's Elements of Hebrew Syntax.
Second semester, 4 hours.

5. The Minor Prophets. An advanced course embracing a critical study of the text in the light of their linguistic peculiarities and historical background.
(Offered 1914-15). First semester, 2 hours.

6. Aramaic. In this course the principles of Aramaic will be studied and the Aramaic portions of the Old Testament read.
(Offered 1914-15). Second semester, 3 hours.

7. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translations, versions, and languages of the Old Testament will be studied.
First semester, 3 hours.

II. Course in English.

8. Historical Literature of the Old Testament. The rise of the Hebrew nation and its contact with contemporaneous nations. First semester 4 hours.

9. Historical Literature of the Old Testament. Continuation of 7; a study of the Kingdom of Israel, its power, decline, and fall. Second semester, 4 hours.

10. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel. First semester, 3 hours.

11. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people. (b) **The Psalter.** Classification of the Hebrew lyrics, and interpretation of the material. Second semester, 3 hours.

12. The Legal Element of the Old Testament. This course comprises a study of Israel's codes of law, their

classification, comparison with other semitic laws, and a discussion of their influence upon the legal codes of subsequent times.

(Offered 1914-15) First semester, 3 hours.

13. Hebrew Social Life. A study of the various elements that made up the Hebrew social life, such as religion, education, commerce, etc., and the influences they exert upon the individual, the family, the tribe, and the nation.

Second semester, 3 hours.

14. Ancient Semitic Records. This course comprises a study of the records of the nations contemporary with Israel, especially the monuments of Egypt, Babylonia, and Assyria.

Second semester, 3 hours.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible School, facilities are provided for the training of Church workers, pastoral helpers, singing evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given on completing the following curriculum.

CURRICULUM FOR CHURCH WORKERS.

English Bible, New Testament	2
History of Teaching of the Disciples of Christ	2
Sacred Music and Choral Singing	2
Sacred Music and Choral Singing	2
Solo Singing	2
History and Missions	1
Bible School Pedagogy	4
Typewriting and Stenography	4

Each student is expected to take 16-18 hours per week, and may elect any of the above studies.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see articles on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

The Ministerial Association.

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is $1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the association.

Note:—Every ministerial student is required to join the Association, and attend the weekly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

Pulpit Supply.

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collects all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach.

The Executive Committee consists of two professors and the officers (students) of the association. To this committee has been assigned the work of pulpit supply. No student is allowed to preach until his advancement and ability are adequate. Churches needing preachers are invited to correspond with the committee. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. Board and room is offered for the entire school year, 36 weeks, for $110. This can be paid by the students or a limited number can borrow from our loan fund a sufficient amount to cover the expense. A number of churches in Oklahoma and Kansas have each agreed to furnish enough to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school at the rate of $10.00 a month. No interest is charged on the money while the student is in school, but 6 per cent. will be charged after the student leaves school until the money is paid back.

School of Education
and
University High School

School of Education

Faculty

ELY V. ZOLLARS, LL. D., President, Psychology.

*ARTHUR F. REITER, A. B., Professor of Physics and Chemistry.

*SAMUEL H. HORNE, A. B., Professor of History.

*JOSEPH E. SMITH, A. M., Professor of Pedagogy and History of Education.

*ROY WOLFINGER, A. B., Professor of English.

*FRANK L. CRAFFT, A. M., Professor of Modern Languages.

*GUY K. STANTON, A. M., Professor of Biological Sciences.

†MAUDE W. MARSHALL, A. B., Instructor in History and Natural Sciences.

†WILLIAM L. E. SHANE, A. B., Instructor in Mathematics.

†P. G. SIMON, M. Accts., Instructor in Commercial Branches.

†JOHN C. LAPPIN, A. B., Instructor in English.

EUGEN A. HAESENER, Instructor in School Music.

**————————————Instructor in Oral English.

CHRISTINA L. JOHNSON, Instructor in Drawing.

*Professor in College of Arts.
†Instructor in High School.
**Place to be filled.

PURPOSE AND METHOD OF THE SCHOOL.

The School of Education is organized along with the other schools of the University to prepare students thoroughly for positions in our common schools and high schools as well as for principals, department instructors, and superintendents.

Students will be prepared to enter the state and county teachers' examinations for all grades of teachers' certificates.

The primary object of the School of Education is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology, etc., besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach hence we confidentially advise students to make liberal use of this work in choosing their electives. In pursuing this course there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus making it invaluable to the teacher as well as to the business and professional man.

In the following outlines of work, the purpose has been to cover every subject required by the Board of Education for certificates to teach in the public schools.

AN APPROVED INSTITUTION.

The State Board of Education has placed Phillips University on the list of approved institutions of learning as the following letter from one of the State officials shows:

Pres. E. V. Zollars, Enid, Okla.

My Dear President:—I take pleasure in informing you that your institution was placed upon the accredited list for State Certificates and that your graduates who have taken twenty hours in Psychology and Pedagogy will be given a certificate of the same sort as that granted to the University of Oklahoma.

(Signed) A. C. PARSONS,
State Inspector of High Schools.

CURRICULUM.

With a large part of the faculty of the College of Arts, High School, Commercial School, and special departments available to teach in the School of Education, the University is prepared to offer all subjects required for the various certificates to teach in the common schools and high schools of the State of Oklahoma.

The following subjects are required:

For Primary Certificates.

"Agriculture, Arithmetic, Domestic Science, Drawing, Geography, History of Education, History and Civics of Oklahoma, Hygiene and School Sanitation, Language, Music, Nature Study, Orthography, Penmanship, Physical Training, Primary Methods, Primary Reading, Psychology, School Laws of Oklahoma, School Management."

For Intermediate and Grammar Grade.

"Agriculture, Elementary Algebra, Arithmetic, Bookkeeping, Civil Government, Composition, Domestic Economy, Drawing, English and American Literature, English Grammar, Geography, General History, History of Education, U. S. History, History and Civics of Oklahoma, Music, Methods and Management, Penmanship, Psychology, Physiography, Physiology, Physics, Reading, School Laws of Oklahoma, Spelling."

For General High School Certificate

"For General High School Certificate, in addition to the requirements for the Intermediate and Grammar School grades, the following shall be added: High School Algebra, Botany, Chemistry, Geometry, plane and solid, English History, Latin or German and French, Philosophy of Education, Political Economy and Zoology, provided, that grades on Intermediate and Grammar Grade Certificates may be applied on the General High School Certificate."

For full description of the above courses of study, the student is referred to Courses of Instruction in the College of Liberal Arts, High School, Schools of Business, and Fine Arts."

Graduates of the College of Liberal Arts in Phillips University "who have completed a course in the school of Education of at least fourteen units in education and six units in psychology, (one subject five days in the week for one year constituting ten such units)" will receive the General High School Certificate.

University High School

Faculty

ELY V. ZOLLARS, A. M., LL. D, President of the University.

MAUDE WAITE MARSHALL, A. B., Instructor in History and Natural Sciences.

WILLIAM L. E. SHANE, A. B., Instructor in Mathematics.

JOHN C. LAPPIN, A. B., Instructor in English.

*————————————Instructor in Latin and German.

EUGEN HAESENER, Instructor in Music.

PHILLIP G. SIMON, M. Accts., Instructor in Commercial Subjects.

CHRISTINA L. JOHNSON, Instructor in Drawing.

*————————————Instructor in Domestic Science.

* To be supplied.

THE HIGH SCHOOL.

The University High School covers the work done in the best High Schools whose curricula embrace four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, there have been exceptional cases in which the four years' work has been completed in three years. Students are advised, however, to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. This diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the college of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of all subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

1. English

(a) Composition ----------1 unit
(b) Rhetoric ----------1 unit
(c) English or American Literature ----------1 unit

2. Mathematics.

(a). Elementary Algebra----------1 unit
(b) Plane Geometry----------1 unit

3. Botany.

(Zoology, Chemistry, or Physics may be substituted for Botany.)

4. History. (Ancient History recommended)------1 unit

5. One Foreign Language----------2 units
(Latin, German, French or Greek.)

6. Free Electives, chosen only from the subjects described in Courses of Instruction----------7 units

Total, required for graduation----------16 units

Definition of High School Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject recited five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

CURRICULUM.

The following curriculum conforms to the requirements of the North Central Association of Colleges and Secondary Schools. Subjects marked * are required of all students.

FIRST YEAR.

Subjects.	No. hrs. Per Week.
*Elementary Algebra, one unit	4
*Composition, one unit	4
Physiography, one unit	4
First Year Latin, one unit	4
Agriculture and Commercial Geography, one unit	4
Free hand Drawing, ½ unit (two semesters)	4

SECOND YEAR.

	hrs.
*Plane Geometry, one unit	4
*Rhetoric and Composition, one unit	4
Ancient History, one unit	4
Latin, Second year, Caesar, one unit	4
or	
German, First year, one unit	4
Free hand Drawing, one-half unit	4
Domestic Science, one-half unit (one semester)	6

THIRD YEAR.

English Literature, one unit	4
Solid Geometry, and Algebra, one-half unit each	4
Modern History, one unit	4
Physiology, one unit (recitation, and laboratory)	6
German, Second year, one unit	4
Mechanical drawing, one-half unit	4

FOURTH YEAR.

*Botany, one unit (recitations and laboratory)	6
American History and Government, one unit	4
Psychology and Pedagogy, one unit	4
American Literature, one unit	4
Mechanical drawing, one-half unit	4
Latin, Cicero, one unit	4

(Choose four units.)

Electives from the Commercial Branches.

Not more than 2 units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling, and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

Total Electives from Vocational Subjects.

Of the 16 units required for graduation, a total of four units may be chosen from the following: Free hand Drawing,

one-half or one unit; Mechanical Drawing, one-half or one unit; Commercial Branches, (see above) two units; Agriculture, one-half or one unit; Commercial Geography, one-half unit; Domestic Science, one-half or one unit; Psychology and Pedagogy, one-half unit each. 12 units must be chosen from other than vocational subjects.

Courses of Instruction.

English.

First Year.

A. Composition. The beginning course of High school English. Careful review of Advanced Grammar, exercises in both oral and written composition required. Classics: "Silas Marner," "Lady of the Lake," "Hiawatha," and others chosen by instructor. Text: "Scott's Practical English."

First semester, 4 hours.

B. Course A continued. Classics: "Twice Told Tales," "Vision of Sir Launfal", "Treasure Island", and others chosen by instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Invanhoe," "Tale of Two Cities," "Idylls of the King," and others chosen by instructor. Themes, both oral and written, required at least twice a week. Text, Herrick and Damon's New Composition and Rhetoric.

First semester, 4 hours.

D. English continued. Classics: "Macbeth," "Sketch Book", "House of Seven Gables", and others assigned by instructor. Second semeser, 4 hours.

Third Year.

E. English Literature. Chaucer to Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements from Milton, Tennyson, Browning, Byron, Wordsworth, and Burke.

First semester, 4 hours.

F. English E continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincy, Lamb, Hazlitt, Stevenson, Shakespeare, and Johnson. Second semester, 4 hours.

Fourth Year.

G. American Literature. John Smith to O. W. Holmes. Classics chosen by instructor from Brown, Mather, Hawthorne, Poe, Longfellow, Lowell.

First semester, 4 hours.

H. English G continued. Classics from Whittier, Bryant, Lanier, Clemons, Van Dyke, Hale, Howells, Emerson, Riley.

Second semester, 4 hours.

Note. Courses A to D, and either E. F. or G. H. required.

EDUCATION.

A. Psychology. An elementary course in psychology is open to high school students in the fourth year. Text, Titchenor's Primer, supplemented by assigned readings in other authors. First semester, 4 hours.

B. Pedagogy. A course in methods and management. Text, Bagley. Courses A and B should be taken by all who are preparing to teach. Second semester, 4 hours.

GERMAN.

First Year.

A. Bacon's German Grammar.

First semester, 4 hours.

B. Bacon Completed. Zschokke's Der Zerbrochene Krug, Heyse's L'Arrabbiata. Second semester, 4 hours.

Second Year.

C. Benedix's Die Hochzeitsreise. Freytag's Die Journalisten. Elz's Er ist nicht eifersuchtig. Composition and Conversation. First semester, 4 hours.

D. Hillern's Hoeher als die Kirche. Schiller's Wilhelm Tell. Lessing's Minna von Barnhelm. Composition and Conversation. Second semester, 4 hours.

HISTORY.

Second Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World.
First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early middle ages, down to the death of Charlemagne (814). In courses A and B the student is required to prepare historical outlines and maps, and to read about 200 pages of collateral. West's Ancient World completed.
Second semester, 4 hours.

Third Year.

C. Mediaeval and Modern History. European history from the death of Charlemagne. Text, West's Modern World.
First semester, 4 hours.

D. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Fourth Year.

E. American History. Text, Channing's Students History of the United States. This work must not be taken before the third year, and the student is advised to take it during the fourth. This course includes a study of the history of Oklahoma. First semester, 4 hours.

F. American Government. Text, Ashley's American Government. A knowledge of the chief organs of local, state and national government, together with their historical development. This course includes a special study of Oklahoma Civics. Open to third and fourth year students.
Second semester, 4 hours.

LATIN.

First Year.

A. Inglis and Prettyman's First Book in Latin.
First semester, 4 hours.

B. Continuation of Course I. First Book in Latin completed. Prose Composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War, Book II and III, Johnston and Sanford's text. Bennett's Latin Grammar. Prose Composition.

A thorough knowledge of the declensions, conjugations, and principles of syntax is required for admission into the second year's class.

First semester, 4 hours.

D. Continuation of Course 3. Caesar, Books I and IV. Prose Composition. Review of declensions and conjugations and constant drill in syntax.

Second semester, 4 hours.

Fourth Year.

E. Cicero's Orations. In Catilinam 1-4. Translation and composition, based upon the text.

First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law, or Sallust. Prose composition continued.

Second semester, 4 hours.

MATHEMATICS.

First Year.

A. Algebra. Fundamental operations, factoring fractions, and an introduction to simple equations. Text: Milne's Academic Algebra. First semester, 4 hours.

B. Algebra. Simple and simultaneous simple equations, involution, evolution, theory of exponents, radicals, and quadratic equations. Text, Milne's Academic Algebra.
Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized. Text, Shutt's Plane Geometry. First semester, 4 hours.

D. Plane Geometry. Comparison and measurement of polygons, regular polygons, and circles, and a complete review of the entire subject by the demonstration of original propositions. Text, Shutt's Plane Geometry.
Second semester, 4 hours.

Third Year.

E. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Text, Shutt's Solid Geometry.
First semester, 4 hours.

F. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients, determinants and graphic algebra.
Second semester, 4 hours.

NATURAL SCIENCES.

First Year.

A. Physiography. The earth as a member of the solar system; its form, site, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observational work required. Text, Dryer's Physiology.
Second semester, 4 hours.

B. Physiography. Dryer's text completed. An easy text

in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaziers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts, Shaler, and Heilprin. Note book and drawings required.

Second semester, 4 hours.

C. Agriculture. General farm problems, mechanics, soil conditions; study of representative breeds of horses, cattle, sheep and hogs. Texts, Wilkinson's Agriculture, and Plumb's Types and Breeds of Farm Animals.

First semester, 4 hours.

D. Commercial Geography. An advanced course, requiring as prerequisite a thorough knowledge of Political Geography. Text, Gannet, Garrison, and Houston.

Second semester, 4 hours.

Third Year.

E. Physiology. The following subjects are presented: Bones, muscles, foods, digestion, blood and its circulation, excretory organs, nervous system. Note book and drawings are required. Texts, Blaisdell, supplemented by Conn and Budington's Advanced Physiology.

First semester, 6 hours.

F. Physiology. Continuation of Course E. Special senses, throat and voice, accidents and emergencies, narcotics and stimulants, and sex hygiene. A good manikin and skeleton, also charts are available.

Second semester, 6 hours.

Fourth Year.

G. *Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text, Bergen and Caldwell. First semester, 6 hours.

H. *Botany. The peridophytes, gymnosperms, angios-

perms, flowering plants, timber, plant breeding, and ecology. Second semester, 6 hours.

Note. In the classes of Physiology and Botany about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawings and notes of all original work.

VOCATIONAL SUBJECTS.

1. Domestic Science. The science of cooking contributes much to the health and happiness of mankind. All young ladies are urged to devote a part of the time in securing an education in this interesting study. This department is equipped with a modern kitchen and dining room in which practical serving is demonstrated. The course consists of household management, principles of housework, and household accounts, marketing, and hygiene cookery, carbo-hydrated foods, protein foods, invalid cooking, etc. Recitations and laboratory, 6 hours per week, for one semester, one-half unit.

Note. About two-fifths of the time spent in recitations, and three-fifths in laboratory. A carefully prepared note book is required.

2. Free hand Drawing. (See School of Fine Arts) Laboratory work, 4 hours per week, two semesters, one-half unit.

3. Commercial Subjects. (See College of Business) Two units allowed.

The College of Fine Arts.

I Music.

II Oratory.

III Art.

College of Fine Arts.

Faculty.

ELY V. ZOLLARS, A. M., LL. D., President of the University.

JUSTIN LEROY HARRIS, DEAN, Professor of Voice, Composition, Instrumentation, Ear Training, and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

ETHEL MAE HARRIS, Professor of Piano and Ensemble.

EUGEN A. HAESENER, Professor of Voice, History of Music, Public School Music, Sight Reading and Director of Chorus.

RAFAEL NAVAS, Professor of Piano, Interpretation, and Ensemble.

LUCIE W. HARRIS, Professor of Piano and Ensemble.

LILLIAN G. FLEMING, Professor of Organ, Piano, Counterpoint, Harmony, Ensemble, Pedagogy, Form, and Analysis.

*FRANK L. CRAFFT, A. M., Professor of Modern Languages.

*ROY WOLFINGER, A. B., Professor of English.

GEORGE A. BROWN, Professor of Oratory, Expression and Dramatic Art.

**WILLIAM L. SHANE, A. B., Instructor in Psychology.

LaVERNE M. AITKIN, Instructor in Voice.

MARY E. SIMONS, Instructor in Piano.

CHRISTINA L. JOHNSON, Instructor in Art.

†----------Instructor in Art.

*Professor in College of Liberal Arts.
**Instructor in University High School.
†To be supplied.

COLLEGE OF FINE ARTS.

(Special catalogue of the College of Fine Arts mailed upon request.)

The College of Fine Arts is one of the strongest schools of its character in the South and West, and affords advantages that compare favorably with the great schools of this country. It comprises:

1. Music.
2. Oratory.
3. Art.

Entrance Requirements.

For entrance to the College of Fine Arts the student should have a diploma from an approved high school. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiences in the University High School.

I. MUSIC.

Literary Requirements.

A standardized high school course is recommended as the basis for instruction in the School of Music. The student, however, is permitted to substitute electives for certain required high school units. The following are required: English, 3 units; Algebra, 1 unit; History, 1 unit; One Foreign Language, 3 units; Psychology, ½ unit; Elective, 7½ units, other than music.

Professional and Special Courses.

The College of Fine Arts offers two separate and distinct courses of study.

The Professional course carries with it a literary requirement equivalent to a high school course. The Special

course does not. Graduates in the Professional course will receive "Teacher's Certificates," "Teacher's Diplomas" and "Artist's Diplomas." The Artist Diploma carries with it the degree, Bachelor of Music.

Graduates of the Special course will receive "Teacher's Certificates of Musical Proficiency"; "Teacher's Diploma of Musical Proficiency" and "Artist's Diplomas of Musical Proficiency."

Duration of Professional Course.

The duration of each course is the same, and depends upon the natural ability and industry of the student, as well as upon the quality and amount of the previous instruction. Skill and efficiency alone will be the basis for the awarding of all Certificates and Diplomas. A beginner, of average intelligence, and possessing well-developed mental powers can be qualified for the Teacher's Certificate at the end of the second Academic year. One additional Academic year is required for the Teacher's Diploma, which, in turn, leads to the Artist's Diploma and the degree, Bachelor of Music.

Private and Class Instruction.

1. Students are taught individually, two half-hour lessons per week. Those who wish to specialize can take lessons more frequently.

2. Class lessons are also given. Members of a class not only receive a valuable amount of individual instruction, but have the benefit of the master's criticism of the work of others, and become acquainted with many compositions other than the ones they are studying. A combination of both private and class instruction is the ideal plan.

Beginners.

An absolutely correct method of elementary training is essential, or habits will be formed which years of effort later may fail to correct. We hold ourselves responsible for the

correctness of the training of beginners and those not far advanced in musical study.

Pipe Organ.

This is one of our strongest departments. We are planning to put a pipe organ in our auditorium. We now have the use, for lessons and for practice, of several of the excellent pipe organs with which Enid's churches are equipped.

Practice Pianos.

Sixteen excellent pianos are at the service of our students. The fees for practice hours are very small.

Recitals.

Recitals by members of the faculty and visiting artists form a valuable feature of each year's work.

Students will be given every opportunity to appear in public as soon as they evidence the ability to acquit themselves with credit to themselves and to the College. The various College societies and organizations afford splendid preparation for and experience in such appearances.

Correspondence Courses.

Nearly all of the leading Universities have introduced correspondence courses into their curricula. Prout, England's most famous teacher of harmony, uses this method. We offer correspondence courses in Piano, Harmony, Public School Music and Musical History.

Ensemble Organizations.

The University Orchestra, Band, Choral Society and Glee Club afford excellent experience in ensemble work, as well as providing splendid musical entertainment for various University festivities.

Scholarships.

While we do not advocate the indiscriminate giving of prizes and scholarships, we are glad to render all possible

assistance to talented and deserving students. We will offer a limited number of scholarships to persons of marked ability, who have already shown themselves capable of excelling in some particular branch of fine art. Applications for scholarships must be received at the Chencellor's office on or before Sept. 1.

Bureau of Artists.

The College of Fine Arts is prepared to supply artists, or provide entire programs for recitals and concerts at very reasonable rates.

Entrance and Classification.

Beginners will be received in any department. More advanced students will be assigned to the grades for which they are qualified. Students are, however, allowed perfect freedom in their choice of teachers. Enrollments may be made at any time, although it is preferable that students enter at the beginning of the term.

PIANO.

Rafael Navas.

Ethel Mae Harris.

Lillian Fleming.

Lucie W. Harris.

Mary E. Simons.

Preparatory Requirements for Admission.

Students must have completed two Kuhlau and two Clementi sonatinas, Duvernoy Opus 120, Czerny Opus 821, Bertini Opus 29, 32. They must be able to play easy compositions, such as Kullak's "Scenes from Childhood," Heller's "Curious Story," Schumann's "Happy Farmer."

The equivalent of any of the above may be substituted. Credit for preparatory work in music is given only with the approval of the department concerned.

First Year (Preparatory)

Introductory Harmony, Ear Training, History of Music, Piano, two half-hour lessons per week.

Second Year (Teacher's Certificate)

Harmony and Analysis, Ear Training, History of Music, Piano, two half-hour lessons per week.

Third Year (Teacher's Diploma)

Counterpoint, Composition, Musical Forms, Ensemble and Accompaniments, Normal Piano Methods.
Piano, two half-hour lessons per week.

Fourth Year (Artist's Diploma)

Canon and Fugue, Instrumentation, Composition, Recitals.
Piano, two half-hour lessons per week.

Post-Graduate Work.

More extended study of principal classic and romantic composers, including works in larger forms, chamber music, concertos, etc., has been arranged for graduates who desire to reach higher standards of excellence as artists.

THEORY

Mr. Navas.

Mr. Harris.

Miss Fleming.

First Year

Elementary Harmony to suspensions.

Second Year

Harmonization of given melodies in the various voices; harmony completed; analysis.

Third Year.

Counterpoint; Composition,—the sentence, phrase, section, motive; two and three part song forms; illustrations and work in these forms; analysis of dance forms; sonata and rondo forms, with work in these forms.

PIPE ORGAN.

Miss Fleming

The rudiments of music and piano playing are required of students entering this department.

Preparatory

Rink's Organ School; Dudley Buck's Pedal Studies; easier preludes and fugues by Bach; smaller pieces in the romantic style.

Harmony.

Teacher's Certificates

The larger preludes and fugues of Bach; easier sonatas by Mendelssohn, Merkel, Guilmant; compositions in larger form by Handel, Merkel, Rheinberger, Saint-Saens, Dubois and others.

Harmony completed, History of Music, Analysis.

Teacher's Diploma.

The greater preludes and fuges by Bach; sonatas by Bach, Merkel, Rheinberger, Ritter, Guilmant; concert pieces by Widor, Frank, Lemare and others.

Counterpoint, Composition, History of Music.

VOICE

Justin L. Harris

Eugene A. Haesener

La Verne Aitken

The acme of beautiful musical expression is found in ar-

tistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing and placement of tone, and the application of the principles of the old Italian method form the basis of all instruction. The result is an easy-flowing, resonant and beautiful tone. Careful attention is paid to the requirements of each individual student.

Interpretation and Repertoire.

Students are taught to portray, thru the voice, the varying sentiment and emotion indicated by the poetic and dramatic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rhythm.

The best examples of the German, French, Italian, Russian, English and American schools,—also standard Oratorio and Operatic excerpts are carefully studied and prepared for public presentation.

Sight Reading.

Scores of young men and young women with good voices might obtain remunerative positions in church choirs if they were able to read music readily. Instruction is given that enables the student to read music at sight, alone or in parts, without the aid of an instrument.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of Primary, Grammar and High School music, also the work of the Supervisor of music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Theoretical Requirements.

The theoretical requirements for graduation in Voice are slightly less than in Piano. Graduates in Voice must be able to read music at sight, and be able to play accompaniments of moderate difficulty.

VIOLIN

R. Dyksterhuis.

1. Preparatory. Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. Intermediate. Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III.; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dances and others. Sonatas and the easier concertos of Viorti, DeBeriot, and Kreutzer; also practice in ensemble.

3. Advanced. Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Grieg and others.

II. ORATORY, EXPRESSION AND DRAMATIC ART.

George A. Brown.

The object of training in this department is to teach the student to express his thoughts while on his feet, in good oral English; to develop the mind and cultivate the artistic and dramatic instincts; to cultivate a pleasant speaking voice; to develop ease and grace of manner; and in fact to

meet all the needs of those who serve the public as teacher, minister, reader, actor, etc. The importance of this work can scarcely be overestimated. Opportunities are constantly presenting themselves by the ministry, the lecture platform, stage and the teaching profession to the man or woman with a finished education. This work as no other is a finishing as well as a developing process.

A movement was recently inaugurated by several of the leading eastern universities to make oral English (elocution, gesture, speaking, voice, etc.) a college entrance requirement. If this gains the prestige which is expected of it the demand for teachers will greatly exceed the supply. Aside from this everyone should have this work for his pleasure and service in his daily life.

Pronunciation, articulation and correction of habitual faults will be a strong feature of the work. Extemporaneous and impromptu speaking, reading of lyrics, dramas, orations, etc., in private and before the class, will give the student the actual "business room" practice so much needed in this work. Selections from the Bible, Shakespeare, Tennyson, Kipling, Browning, Riley and other standard works will be carefully studied and each candidate for graduation will be required to give a recital at the end of each semester.

The work has been outlined as follows: Tuesday, the study and cultivation of the speaking voice, orthoepy, pronunciation, articulation, etc.; Wednesday, gesture and platform deportment; Thursday, interpretative study of the lyric, drama, poem, oration, etc.; Friday, extemporaneous and impromptu speaking and acoustic; Saturday, recital work.

COURSE OFFERED.

A. Certificate Course in Elocution. This course includes the following:

a. The speaking voice.

b. Physical culture and breath control.

c. Gesture.
d. Platform deportment.
e. Extemporaneous and impromptu speaking.
f. Interpretative study of literature.
g. Shakespeare.

Required, four semester recitals. Time required, two years, (private and class work.) Prerequisite, high school diploma.

B. Diploma Course in Oratory. This is a continuation of course A in more advanced work and includes in addition the following:

a. Analysis and construction of orations.
b. Reading of plays.
c. Sermon, or lecture work.
d. Presentation of one play in monologue from memory.
e. Two semester recitals.

Required:

a. Argumentation and debate, 4 credits.
b. French, 4 credits.
c. Psychology, 4 credits.
d. College rhetoric, 8 credits.
e. College literature, 8 credits.

Time, one year. Prerequisite, course A. This course leads to a B. O. degree.

C. Diploma Course in Oratory. This course includes the following:

a. Advanced lecture work.
b. Detailed study of the oration.
c. Quintillian.
d. History of the drama.
e. History of costume.

f. Memory work, and advanced study of the classics.

Required:

a. 8 credits in modern languages.

b. 4 credits in psychology.

c. 8 credits in literature.

Students in this course will be required to assist in teaching when called upon to do so. Time, one year. Prerequisites course B. This course leads to the M. O. degree.

D. Certificate Course in Public Speaking. This course includes course A, modified to meet the demands of those who wish to make a specialty of public speaking. This, however, cannot be counted as a prerequisite to courses B and C. The time required to graduate from this course depends largely on the ability and previous experience of the student. Texts, Emerson, Huliah, Kleisner, Curry, and Browne and Behnke.

Notice. These courses will be modified when in the judgment of the principal the needs of the student justify change.

Where a student is deficient in high school credits, opportunities are offered to complete the subjects lacking in our splendidly equipped university high school. This work may be taken along with the work in the School of Oratory.

III. ART.

Mrs. Johnson

Art, Theory, Practice, History, Drawing, and Painting. Plan of Work

The work in Art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course includes Preparatory work to students who have had no previous art training, water color work, a craft course, china decoration and a prescribed course of reading and research work on the History of Art to be studied by those who desire to complete a course.

The purpose of this course is to teach the fundamentals of art, to give each student a true knowledge of artistic values which will make her more alive to the world of beauty about her.

Equipment.

The Art Department has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-cuture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of Ceramic decoration, hundreds of designs, to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

A complete line of white china is carried by the teacher which is sold to the students at catalogue prices, also a full line of oils, brushes, gold and paints.

Hours for Work.

The Art rooms will be open all day so that students can work whenever they have time to do so.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, the History of Art will be required. One afternoon each week will be devoted to this study by means of Lectures and assigned readings.

Decoration.—(a) China decoration will be taught with equal benefit to the young woman who desires a few pieces for her own personal use and to the one who wishes a complete course with the purpose in view of conducting a studio of her own. Those desiring it will be given instruction in firing and in handling the kiln.

(b) Water color and oil painting will be taught, the studio having an abundance of studies.

(c) A craft course will be offered which will include the designing and painting of place cards, programs, guest room mottoes and books, recipe books, favors, etc. This is an exceptionally attractive course to the modern girl.

Original Work.

This is to be especially encouraged, and the student who displays skill in this line will be given due credit when being classified for advanced work.

Normal Drawing Course.

Young people who expect to follow teaching as a profession will be given instruction in simple washes, the handling of brushes, conventionalizing of natural designs and information in regard to art materials and where they can be secured.

Art Lectures.

vided at frequent intervals throughout the year, by persons vided at frequent intervals throughout the year, by persons who have made special study of some phase of this work, and who by much travel have seen many original masterpieces of painting, sculpture and architecture.

Exhibitions.

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect it. At this time collective criticism of the student's work will be given, with recognition of good work by honorable mention

Diplomas and Certificates.

A diploma will be conferred in the Ceramic department upon those students who have put in three years study, and prove themselves competent to handle every phase of the work including a knowledge of firing and the management of the kiln. (One year of this work must be done in Phillips.)

A diploma in the department of water color, will be granted upon the completion of a prescribed course, and a course in the history of art.

Students who have completed the prescribed course in Art, but who have not fulfilled the literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school, or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

College of Business

College of Business, Shorthand, Pen Art and Telegraphy.

Faculty.

E. V. ZOLLARS, A. M., LL. D., President.

J. E. GEORGE, Principal, Commercial Law and Model Office Work.

P. G. SIMON, M. Accts., Business Department, Banking, Office Work, and Penmanship.

MRS. J. R. BATTERTON, Shorthand Department, Typewriting.

MRS. J. E. NICHOLS, Telegraphy, Railway Accountancy.

College of Business.

COURSE OF STUDY.

COMMERCIAL LAW. RAPID CALCULATION.
ENGLISH. SPELLING.
COMMERCIAL ECONOMICS. ARITHMETIC.
LETTER WRITING. PENMANSHIP
PARLIAMENTARY LAW. COMMERCIAL GEOGRAPHY.
SINGLE AND DOUBLE ENTRY BOOKKEEPING.
ACTUAL BUSINESS PRACTICE.
ALL FORMS OF CORPORATION WORK, AS COMMISSION, FREIGHT, WHOLESALE AND RETAIL HOUSES, REAL ESTATE, INSURANCE, LUMBER, ETC.

DETAILED DESCRIPTION OF THE BUSINESS COURSE.

This course is for the purpose of giving the students in the shortest possible time a thorough practical knowledge of the Arts and Science of Business. We ask you to compare our course of study and rates with similar courses in other reputable schools. This is a thoroughly practical course in every respect. We are now living in a very practical age and if we wish to be in line with those who are winning in the race of life, we must have a general knowledge of business affairs. We need more business men, in the Ministry, in Congress and at the head of all public institutions, and, until we get them there, we cannot hope to have these great questions solved satisfactorily. A great deal of this knowledge can be obtained in a thorough business course. In our work we are always abreast with the most up-to-date business houses in the country and when something good comes along we immediately arrange our courses to meet its demands.

OUR METHODS OF TEACHING.

You will now begin your work by buying from and selling to the other students of the college and offices of the school, merchandise, such as is used by the business in which you are engaged, receiving an invoice and giving in exchange a check, on the bank with which you are doing business, notes, drafts or an account as the case may be. You will now make a record in your books of these transactions. The first set of books is very simple. The main thought in this set is to become familiar with the terms of Debit and Credit. From time to time, as you advance with the course new ideas and items are added as you are capable of receiving them. You will also learn, by filing and using, as you proceed with your work, the use and benefit of such commercial papers as Checks, Notes, Drafts, Bills of Lading, Way Bills, Leases, Deeds, Mortgages, Articles of Incorporation, Bonds, Stock Certificates, and all forms of Contracts. At certain intervals you will take a trial balance, make out a financial statement of the business, with your profits and losses, fill out Balance sheet and close your Ledger.

After you have completed the work as outlined in the textbook, you will take charge of one of the offices of the school which gives you the knack of doing business with people. You will see by this method that our work is Actual Business from the start. It is not a lot of dry facts but an interesting work in which you learn to do by doing. This method is used by the very best Business Colleges in our country, and we are trying to keep our school at the front of the procession. If you want a diploma in three or four months this is not the place to get it. But if you want to prepare for the most exacting and the high salaried positions in the business world, and gain some knowledge that will last as long as reason exists attend the Phillips Business College, and complete its course of study.

Our offices which are only briefly described, consist of the following:

The College Bank.

This Bank is organized in compliance with the laws of the State of Oklahoma. The books used in this bank are similar to those in the National Bank but more applicable to a smaller Bank. In this Bank you will hold several different positions at the same time, which is true of an employee of a small Bank.

The books in these Banks are more complicated than those found in half of the Banks in the country. We have spared nothing to make this the strongest Banking course offered by any Business College in the State or Southwest.

The Principal of this department has had experience in banks. After completing our banking course you will not be the least bit bothered upon entering any real Bank.

Wholesale Office.

This office is very complete. This set of books consists mainly of a Special Cash Journal, Invoice Book, Sales Book, Bill Book, Ledger, Report Book, etc., besides all forms of blanks used in the regular business, such as notes, checks, drafts, bills, statements, etc. We have tried to make this as complete as any office can be.

Retail Office.

In this office we have a more simple set of books. The other equipments are, however, similar to those of the wholesale office. These books are more nearly like those used by the smaller business houses.

Commission, Freight, and Insurance.

Here you will become acquainted with the systems of books used by the different lines of business named above. Space will not permit us to explain these in detail. We assure you, however, that the very best methods are used.

Real Estate.

The Real Estate business has become one of the leading

enterprises of our country. No Business Course is complete without a study of this imporant branch. In this office we keep a complete file system of records the same as those used by most Real Estate firms.

COMMERCIAL LAW.

The aim of this subject is to acquaint the student with those features of law that every business man should understand, and without which he is ever embarrassed in his business career. It is not the object of our instruction in this subject to prepare students for the legal profession, but to fit them for business life. Students in this subject become familiar with those things regarding commercial paper, contracts, etc., which everybody should know. The utility of understanding the common, everyday principles of law, both civil and commercial, is easily obvious, and he who has a good understanding of law will not be likely to violate them.

Rapid Calculation.

From this exercise the student is expected to become rapid and accurate in Addition, Interest, Discount, etc. In this age the knowing how to solve problems is not enough. It is rapidity and accuracy that are demanded. For this reason we consider it of much importance. The man who can add a column quickly and compute discounts mentally is in demand.

Grammar.

In this we teach not only the technical forms of the English language, but the practical use of it. We do away with the perplexing formality that comes in the ordinary grammar class, and give instead, in a practical way, the things that a student will need and use. In this class students will learn more of the use of English in six weeks than they would in six months in the ordinary grammar class.

Spelling.

This is the one branch by which our education and abil-

ity is often measured. How often you are asked to put your application for a position in writing, when, to the horror of the one addressed, he finds many common words misspelled, and you will wonder why you did not get the position! This is one of the branches in which the average American is deficient, and to do away with this embarrassment we sustain a class each term. We use a text book which deals with the practical words in use at the present day.

Commercial Arithmetic.

In this Arithmetic we give our attention wholly to Percentage, Interest, Bank Discount, Trade Discount, Exchange, Partial Payments, Averaging Accounts, Commission and Brokerage, Partnership Settlement, Stocks and Bonds, etc. In teaching this, we will not use the analytic method, but solve the problems as a business man would solve them. You are expected to have a common-school knowledge of Arithmetic before you take up this class.

Letter Writing.

In this branch the student familiarizes himself with such points regarding the requisites of correspondence as will enable him to construct, arrange, paragraph, and punctuate a letter properly, so that it will convey the meaning intended by the writer without his being misunderstood. In this the crude writing and uncertain composition of the beginner are soon changed; and at the end of the course he is able to express his thoughts more clearly and to arrange them in a more approved form. A well-written letter is often the turning-point in the life of a young aspirant for honor, and many a man owes his success to his acquaintance along this line.

Business Writing.

This is one of the requirements of the bookkeeper of today. He cannot hope to get a position and hold it unless he writes a plain, rapid hand. We are especially prepared to teach this subject. We have a man who gives

special attention to this work. It has been unwisely crowded out of some schools, hence we give it special attention. See our Pen Art Course, etc., for a more complete description of this work.

Parliamentary Law.

In this subject we treat of the organization of literary and debating societies, public meetings, and general assemblies, the duties and privileges of officers and members, and all that pertains to the work as it comes to the ordinary business or professional man. The knowledge thus gained is put into practice in the class room and in the debating societies.

School of Shorthand.

COURSE OF STUDY.

PRACTICAL GRAMMAR. LETTER WRITING.
BUSINESS FORMS. BUSINESS PENMANSHIP.
PARLIAMENTARY LAW. SPELLING.
TYPEWRITING. SHORTHAND.
DICTATION. TRANSCRIBING FROM NOTES.
ACTUAL OFFICE WORK.

OUR METHOD OF TEACHING.

In this work you will first take up the letters of the alphabet, learning the characters which compose them. These are then worked out into small words which gradually get larger and more complicated as the pupil advances. After you have learned that important branch you will take up short sentences. This is gradually worked into body writing and other sentence matter. After you have done this work you are put into a dictation class, in which you take dictation of the teacher.

After acquiring sufficient speed and accuracy you will take up the subject of different lines of business, and deal with each one separately, for instance, hard-ware, merchandise, railroad, law, etc. You will take up court reporting and more difficult work of this kind. After acquiring sufficient speed you will take dictation of the different professors and do the actual office work of the school. In this way when you leave school you will be accustomed to the many different things that confront you at any up-to-date office. This office work really puts the finishing touch on our short-hand students. They learn to take dictation from different people which they must become accustomed to do in actual business.

WHY WE TEACH PITMAN SHORTHAND.

Because we want our students to have the best in everything and in order to give them the best in shorthand we must give them the Pitman. We are unalterably convinced that Pitman shorthand is the best for any one to learn and write.

The Pitman shorthand has withstood the test and is used by more shorthand writers, in positions worth while than all other systems combined. The system is scientifically presented, based upon phonography. It is easily learned and easy to read, when correctly learned, and is capable of the highest rate of speed. It won first place in all the speed contests of the world, except one. In this it lost first place one year, immediately the next it regained its old position, first place.

Certainly you would not make a mistake, if you took up the study of a system that has enabled so many to make a marked success in the stenographic field.

TYPEWRITING.

We teach the touch system, or as some call it, the Piano System. You write from shorthand notes without looking at the machine. This system gives the best results of any we know of; if it were not true we would establish that which is best.

SCHOOL OF PEN ART.

Course of Study.

This course embraces Rapid Business Writing, Abbreviated, Ornamental, Ladies' Hand, Running Hand, and Artistic Writing, Engrossing, Engravers' Script, Round Hand, Pen and Mechanical Lettering, Showcase Writing, Pen Drawing and preparing all kinds of Pen Work for reproduction.

If a student wants Penmanship, the best and cheapest plan is to settle for the full course on entering.

THE PURPOSE.

This course is for the purpose of preparing persons of either sex in the most thorough, practical and modern manner as penmen, teachers of penmanship and drawing, artists, illustrators, engrossers, and designers of testimonials, resolutions, letterheads, title pages, showcard writing, etc., and to satisfy the innate love for beautiful penmanship and drawing. It is worth the price of the course to be able to decorate your home with your own specimens.

ADVANTAGES.

This school has a Penmanship Department, exclusively presided over by Prof. Simon, who is a graduate of one of the leading schools of Pen Art in America.

Everything is arranged for the best interest of the pupils. No one can do better than to attend this school.

Plain Penmanship Free.

Those who are in the other courses of the school are permitted, without extra tuition, to take one class-hour each day in Plain Penmanship.

All Admire Beautiful Penmanship.

We have known persons who care nothing for music, but we have never known a person who did not admire beautiful Penmanship.

The teacher needs it. It will not only raise the grade of his certificate and increase his salary, but make him a more successful teacher. A neatly written paper will secure one a higher grade in Arithmetic, Grammar, Physiology, etc. A neatly written application will secure the school and increase the salary.

The bookkeeper needs it. Every business man or firm desires his books neatly, as well as accurately kept. Good Penmanship will secure you the place. Stenographers need

it; they have much pen-work to do. All persons should be good penmen.

The Demand.

The demand for skilled penmen, artists, and teachers of Penmanship and Drawing is so great that it is impossible to supply it, and this field of work is just now being opened up. Illustrated advertising by business firms is becoming a great business in itself—they need artists. Be a pioneer; enter a profitable and pleasant business for life. The cost is small compared with the success that awaits our graduates.

Positions.

We do not guarantee positions in this department, nor does any reputable school, but we do all in our power to secure good positions for our students.

A person of pluck and ability need never fear not getting profitable employment, nor will he have to wait long for it.

How Long?

The time required to complete any of the courses depends upon the aptness, ability, and application of the student. Ordinarily the full course requires from seven to eleven months, working eight hours each day. But a few branches, or the public school course can be completed in much less time—say, during the summer vacation. You can devote all your time to one branch or to all branches of the course, as you please. This Department runs the full year.

When a student completes our course of study and practice, he is ready to fill a position successfully.

SPECIAL ADVANTAGES OF THE BUSINESS COURSE.

We give this for the guidance of those who have decided to attend our school but have not yet come to a conclusion as to which of the four courses is the best one for them to

take. A careful study of the details of our courses should precede the consideration of this subject.

What Is Taught In This Course.

Bookkeeping is the main study of the Bookkeeping or Business Course. But this does not mean that this course is planned merely for the development of good bookkeepers. While it is true that graduates of this course are excellent bookkeepers, it is also true that they have learned many other things than bookkeeping.

Those who graduate from our Business Course understand how to keep account of expense, costs and sales. They understand the keeping of stock records, letter files, business reports, and other things vital to the success of business. Thousands of business men fail every year, not only because they cannot do the things required, but also because they do not understand them well enough to be able to judge whether or not their subordinates are properly qualified. It is impossible for any commercial enterprise to be carried on safely unless the man at the helm understands book-keeping and business methods sufficiently to be able to safeguard his interests.

In addition to bookkeeping, the knowledge of business letter writing, arithmetic, spelling, penmanship, commercial law, etc., which the student gains in this course, is invaluable.

For employer, clerk, property owner, professional man and farmer, for self-supporting maid or widow, in short, for every person under the sun who has money or even expects to have it, a knowledge of the laws of business is vital. These are presented in our Bookkeeping Course in a simple, practical and convincing way.

This is a diploma course. The average time required to complete it is about six months. Some finish it in even less time than that.

ADVANTAGES OF THE STENOGRAPHIC COURSE.

It is no longer necessary to urge the importance of shorthand and typewriting in business college courses. The stenographer is rapidly becoming a most important assistant in the modern business office. Tens of thousands of improved typewriters are being put upon the market. Business today could not well be conducted without the aid of the stenographer. Merchants, manufacturers, professional men of all kinds, managers of the great railways, insurance, telegraph and express companies, and indeed all men of affairs are making greater and greater demands for well trained young men and women to do this work.

Shorthand a Stepping Stone to Success.

But this is not all. Shorthand has come to be regarded as one of the most common and natural stepping stones to success in advanced lines of business and profession. Hundreds of young men and women have been drawn into the shorthand ranks by the increasing demand for stenographers who can work into positions of high responsibility. The number of railroad presidents and superintendents, Bank officials, cabinet officers, editors, lawyers and other influential men who have used stenography as a stepping stone to success is becoming larger every year.

The reason for this is simple and evident. The stenographer is in a position of confidence. He writes letters that deal with the most important projects connected with the business, and also with its most minute details. He is at the very elbow of the head of the business, and if he shows sound sense and energy, success is well nigh certain.

SPECIAL ADVANTAGES OF THE COMBINED COURSE.

The Combined Course consists of the studies in both the Bookkeeping and the Shorthand Courses, and is The Best Possible Preparation for Business.

A graduate of our Combined Course has the best possible equipment for business. Many positions require book-

keeping only; and in others the shorthand branches are the only requirements; but in very many large and small offices a knowledge of both is demanded. Plainly, a graduate of our Combined Course is prepared for any of these three kinds of positions, and can obtain a better salary, with greater chances of advancement than if he understands only one branch, and is qualified for only one of the three classes of positions mentioned. Thus it will be seen that the graduate of our Combined Course not only secures a superior equipment, but has the widest possible field in which to seek employment.

We have shown, in our explanation of the advantages of the Business Course how necessary the knowledge of bookkeeping and similar branches is to the intelligent and successful management of any business. We have also shown how excellent the Shorthand and Typewriting Course is as a means of gaining the attention and confidence of the employer. The graduate of our Combined Course has both of these advantages in their fullest measure.

The Combined Course graduate can hold a position in times when business is slow, when, if he did not understand both branches he might have to give way to some one who does.

The Combined Course graduate has a longer time in which to improve his knowledge of penmanship, correspondence and English than the graduate of other courses. Many graduates of the business course, or of the stenographic course, find the skill and knowledge obtained there fully adequate for the positions they desire, but the best positions are offered most frequently to those who finish the work of both courses.

DO I NEED A BUSINESS EDUCATION?

We ask do you need an education at all? If you do you certainly need a Business Education. Why? Because there is no line of work of any importance but has a business side. You must if you expect to reap the greatest harvest for your labors, attend to this part of your work. Even

though you are proficient so far as the professional side is concerned and have not the business ability you will be a financial failure and a financial failure means a professional failure.

WHAT HAS THE BUSINESS WORLD FOR ME?

What have you for the Business World? This world is a great mirror. It gives back about the same as it receives. If you have the ability of a six-dollar-a-week clerk, that is what you will get. If you have the ability of a hundred-dollar-a-week clerk or business man that is what you will receive.

If you need a business education you certainly need ours. Why? Because we have the most complete course in the Southwest.

School of Telegraphy

COURSE OF STUDY.

RAILWAY AND COMMERCIAL TELEGRAPHY.
RAILWAY ACCOUNTANCE
WESTERN UNION AND RAILWAY RULES, ETC.
SPELLING. BUSINESS PENMANSHIP.
TOUCH TYPEWRITING. RAPID CALCULATION.

SCHOOL OF TELEGRAPHY.

The demand for competent telegraphers, we are told by railroad officials, has not been as great for many years as at the present time. There is an alarming scarcity of telegraphers. The knowledge of telegraphy opens up an avenue leading to an enviable position. It gives its possessor an opportunity to learn the things about railroading, which are calculated to make him a valuable man. Many of the highest official positions in railroading are held by men, who were one time operators. Telegraphy is fascinating and interesting, as well as an absolute guarantee to its possessor of employment wherever he may be.

HOW WE TEACH.

We have a well equipped class room with the same kind of instruments used by the railway companies, suitably arranged in the class room.

First, you are taught your alphabet, then your teacher sends letters to you. When you are able to receive letters, words are sent. You are given railway and commercial work.

OUR INSTRUCTOR.

Our instructor is one of unusual ability and thoroughly

acquainted with the things pertaining to railroading. Our teacher is a lady, who is experienced, and who is especially interested in the welfare of young people. She was twelve years operator for the M. K. & T., and has had considerable experience in Western Union and Press work. She has taught telegraphy for about four years. The students complete the work in the shortest possible time, many going out in four months.

CAN WE GET YOU A POSITION?

The position question for telegraphers is the easiest question to deal with. As stated elsewhere the demand cannot be met by us.

Railway companies out of Enid take our students. We have absolute arrangement with the Union Pacific Railway Co., to take all of our graduates, in this department, who pass their physical examination. If you decide to investigate, whether or not this be true, write to Mr. D. C. Buell, Chief, Educational Bureau, Union Pacific Railway Co., Omaha, Nebraska.

DISCOURAGEMENT FROM OPERATORS.

We take this opportunity to warn our prospective students against discouragement at the hands of telegraph operators. Quite a number of young men having decided on telegraphy as a profession, seek the advice of telegraph operators with whom they come in contact, and as a matter of fact, the student thinks the operator at his own station. And quite frequently they are dissuaded from attending any telegraph school by the operator, or operators, they consult. There is a fundamental reason for this discouragement from operators, and we feel that after we have fully set before you the cause of their prejudice against telegraph schools, you will not allow their false counsel to interfere with your well-laid plans. There are organizations known as the O. R. T. (Order of Railroad Telegraphers) and C. T. U. (Commercial Telegraphers Union). These are secret orders to which the majority of operators belong. Unlike all other unions and organizations, the members of the O. R. T. and C. T. U. are

selfish and in many instances interfere where they have no right, and prevent intelligent, ambitious young people from learning telegraphy. Do you not see what the object is? Why, it is to curtail the annual output of operators with the view to make the demand for their own service greater, and thereby increase their own compensation.

After all, what does the free advice of an operator amount to, as compared with the authentic statement of a railway official? If an operator at some way-station tells you not to enter a telegraph school, and the railway official, who has hundreds or perhaps thousands of operators in his employ, tells you just the opposite, whom would you believe? Operators do not employ our graduates, for no position is within their gift, but superintendents and general managers do employ them.

PHILLIPS BUSINESS COLLEGE—RATES OF TUITION.

Payable in Advance.

Business Course.

Scholarship, (time, six months), including Bookkeeping by Single and Double Entry, Commercial Law, Business Arithmetic, Business Letter Writing, Spelling, Punctuation, Rapid Calculation, Actual Business Practice, Banking and Practical Penmanship:

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Shorthand and Typewriting Course

Scholarship, (time, six months), including Shorthand, Speed Dictation, Touch Typewriting, Letter Writing, Spelling, Business Penmanship, Rapid Calculation, Punctuation, Mimeographing, Letter Press and Carbon Copying, Systematic Carding, Filing, Indexing:

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Full Combination Course.

Scholarship, (time, twelve months) including the two full courses, viz., the Business Course and Shorthand Course, as given above, both in one scholarship $ 90.00
Unlimited time 110.00

Advanced Bookkeeping and Accountants' Course.

Rapid Calculation, Actual Business Practice, Banking, Practical Penmanship, Legal Forms, Cost Accounting, Auditing, Economics and Commercial Geography:

Scholarship, cash	$75.00
Unlimited time	90.00

Court Reporters' and Teachers' Course.

Scholarship, (time, nine months), including Shorthand, Speed Dictation, Touch Typewriting, Letter Writing, Spelling, Business Penmanship, Rapid Calculation, Punctuation, Mimeographing, Letter Press and Carbon Copying, Systematic Carding, Filing, Indexing, Court Dictation, Legal Forms, Law of Contracts:

Scholarship, cash ---------- $75.00
Unlimited time ---------- 90.00

Scholarship, (time, nine months), including Bookkeeping, by Single and Double Entry, Commercial Law, Business Arithmetic, Business Letter Writing, Spelling, Punctuation,

Complete Combination Course.

Scholarship, (time, eighteen months), including the two courses, viz., the complete Business Course and Shorthand Course as given above, both in one scholarship ------ $135.00
Unlimited time ---------- 150.00

Pen Art Course.

Scholarship, (time, six months), including Business Penmanship, Ornate Penmanship, Card Writing, Text Lettering, (both English and German), Diploma Filling, Engrossing, Round Hand, Engraver's Script, and Special Designing, English Correspondence, Rapid Calculation, Spelling:

Scholarship ---------- $50.00
Unlimited time ---------- 60.00

Nine Months Combination Course.

Scholarship, (time, nine months), including Bookkeeping, Business Arithmetic, Letter Writing, Spelling, Business Penmanship, Rapid Calculation, Touch Typewriting, Shorthand, Speed Dictation, Mimeographing, Letter Press and Carbon Copying, Filing, Indexing:

Tuition, cash ---------- $75.00

Telegraphy Course.

Scholarship, (time, four to six months), including Telegraphy (both Railway and Commercial), Railroad Accounting, Western Union Telegraph Co. Rules, Standard Railway rules, Block and Interlocking rules, Messages and Reports for same, Freight and Ticket reports, Station Account Current, Train reports, Abbreviations, Train Orders, Wire Signals, Spelling, Business Penmanship, Touch Typewriting, and Rapid calculation:

Scholarship ----------$50.00
Or $25.00 cash, and $10.00 each month thereafter until $55.00 is paid.

Telegraphy and Stenography Course.

Scholarship, (time, ten to twelve months), including Telegraphy as given in Telegraphy Department and Stenographic Department:

Scholarship, cash ----------$90.00

University Hospital and Training School

University Hospital and Training School.

DORTHULA DUEL, Superintendent, Instructor in Training Department for Nurses.

ANNA MAY LINDELL, Instructor in Bed-side Nursing.

LECTURERS.

S. N. Mayberry, M. D.
J. H. Barnes, M. D.
G. A. Boyle, M. D.
J. W. Baker, M. D.
W. H. McKenzie, M. D.
H. B. McKenzie, M. D.
W. M. Jones, M. D.
Julian Fields, M. D.
L. W. Cotton, M. D.
C. E. Thompson, M. D.
J. W. Francisco, M. D.
W. E. Lamberton, M. D.
E. A. Mayberry, M. D.

For five years we have been running, in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year courses.

The great advantage of such an arrangement to young

men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of trained nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that Phillips University has one of the best hospitals and training schools in the State.

Training Department.

A regular course of lectures on all branches required by the state law are given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, between 18 and 28 years of age, have common school education, and good moral character. At the end of sixty days' probation, if applicant is wholly unfit for this avocation she will not be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance.—The hospital has two good ambulances besides an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train.

Every one who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information address

S. N. MAYBERRY, Enid, Oklahoma.

General Information.

General Information.

1.—Examinations.

All students are required to take the examinations or tests that come during the last week or ten days of each semester, and those who get 75 per cent as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the committee on enrollment.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But two additional hours may be taken by strong students who have had good preparation. Not more than eighteen hours can be taken without the consent of classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examina-

tion in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning of good standing. When such grades or statements are not available the student may receive entrance examinations. No college credit will be allowed for work done in High Schools without examinations.

6.—Credits Needed for Classification.

For Freshman ranking, 15 High School units.
For Sophomore ranking, 30 semester hours.
For Junior ranking, 60 semester hours.
For Senior ranking, 90 semester hours.
For Graduation, 120 semester hours.

7.—Recitation and Study Hours.

Standard Time.

Day Hours—From 8 a. m. to 12 m., and from 1 p. m. to 4 p. m.

Night and Study Hours.—Begin at 7:30 p. m., and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each others rooms during recitation or study hours. All games on the athletic field are prohibited until after 4 p. m., and on Sunday.

Terms of Admission.

Students coming from other institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the State universities or by the North Central Association of Colleges are entitled to Freshman ranking.

All students entering for the first time must present a complete statement of all work done above the 8th grade, certified by the principal of the school attended, in order that they may be properly classified.

Students must complete the work of the semester or make arrangements that are satisfactory to the professors before taking up the work of a subsequent semester.

8.—Chapel Attendance.

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home ta parents. Unexcused chapel absences will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance, because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

The following regulations have been adopted by the faculty:

(a) All absences from recitation reduce the student's final grade for the term.

(b.) Unexcused absences reduce the grade 5 per cent for each absence.

(c.) Excused absences, not to exceed two consecutive days, reduce the grade ½ per cent for each absence, provided the excuse is obtained before the absences occur.

(d.) Other excused absences reduce the grade 1 per cent for each absence.

(e.) All absences stand unexcused until work is made up.

(f.) Any student absent five times in four consecutive weeks, shall be required to take examination, paying therefor the special fee of $1.00.

(g.) Three tardies shall be counted as one absence.

(h.) All absences must be explained at the class attendance next after the absence or absences shall have occurred.

(i.) Whenever any student has three unexcused absences recorded against him, he should be called before the President for admonition or other such discipline as may seem good to the President, and to give pledge of better conduct in the future.

10.—Diplomas

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

11.—Conditions of Admission.

(1.) The required tuition fee must be paid.

(2.) A course of study must be selected, with advice and consent of the dean or principal of the school, sufficient for constant and vigorous work.

(3.) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matron. They may however, by special permission, room with relatives or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4.) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

12.—Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

Expenses

Tuition and rooom rent are payable by the term in advance. We are compelled to make this an invariable rule because the school depends largely upon its tuitions for support and every dollar is needed. Even when all tuition is paid we have to supplement our receipts by gifts from the friends of the school and this will be true until we can secure an adequate endowment.

TUITIONS.

Per Semester, Eighteen Weeks.

College of Liberal Arts	$30.00
College of the Bible	12.00
School of Education	24.00
High School	24.00

Fees.

Per Semester, Eighteen Weeks.

Chemistry	$3.00
Zoology	2.00
Botany	2.00
Physics	1.00

Diploma Fees.

College of Liberal Arts	$5.00
College of Fine Arts	5.00
Training School for Nurses	5.00
College of Business	3.00
University High School	3.00
Certificates	2.00

Fees for Transcript of Grades.

Students are given a report of grades, free at the end of each semester. A fee of one dollar will be charged for future transcript of grades.

Special Concessions to Ministerial Students.

1. Ministerial students are charged but $12.00 tuition per semester for a grade of instruction that otherwise is listed at $30.00. This special concession is limited however to four years. After that time regular tuition will be charged.

2. Notes will be taken from ministerial students covering the difference between the ministerial rate and the tuition in the College of Liberal Arts. These notes will be cancelled if the student enters the ministry at the close of his college course, and remains in the work for three consecutive years.

3. All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is $1.00, paid once a year.

4. Since free tuition is given to ministerial students the right is reserved to select such as are qualified and as are needed to tutor certain classes in the University.

SCHOOL OF FINE ARTS.

Term of Nine Weeks.

(The University semester of eighteen weeks is divided into two terms of nine weeks each.)

PIANO.

With Mr. Navas.

2-30 minute lessons, per week	$36.00
1-30 minute lesson per week	18.00

Class lessons (Three in class).

1-60 minute lesson per week	12.00

With Miss Harris.

2-30 minute lessons per week.....$27.00
1-30 minute lesson per week..... 13.50

Class lessons (Three in a class).

1-60 minute lesson per week..... 9.00

With Miss Fleming.

2-30 minute lessons per week.....$22.50
1-30 minute lesson per week..... 11.25

Class lessons (Three in a class).

1-60 minute lesson per week..... 7.50

With Mrs. Harris.

2-30 minute lessons per week.....$18.00
1-30 minute lesson per week..... 9.00

With Miss Simons.

2-30 minute lessons per week.....$ 9.00
1-30 minute lesson per week..... 4.50

VOICE.

With Mr. Harris.

2-30 minute lessons per week.....$20.00
2-20 minute lessons per week..... 18.00
1-30 minute lesson per week..... 13.50

Class lessons (Three in class).

1-60 minute lesson per week..... 9.00

With Mr. Haesener.

2-30 minute lessons per week.....$18.00
1-30 minute lesson per week..... 9.00

Class lessons (Three in class).

1-60 minute lesson per week..... 6.00

With Mrs. Aitken.

2-30 minute lessons per week	$13.50
1-30 minute lesson per week	6.75

VIOLIN.

With Mr. Dyksterhuis.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	9.00

Class lessons (Three in class).

1-60 minute lesson per week	6.00

PIPE ORGAN.

With Miss Fleming.

2-30 minute lessons per week	$27.00
1-30 minute lesson per week	13.50

Class lessons (Three in class).

1-60 minute lesson per week	9.00
Counterpoint, in class	6.00
Interpretation, in class	6.00
Composition, in class	5.00
Instrumentation, in class	5.00
Ear Training, in class	5.00
Pedagogy, in class	5.00
Harmony, in class	5.00
Public School Music, in class	5.00
Ensemble	2.00
Sight Reading	2.00
Use of practice piano, one hour per day	2.50

Instruction is free in all branches not to be found above. Ten per cent reduction is given on theoretical work when more than one study in theory is carried by regular students.

Regular students, that is, students carrying full work in any department may carry one literary subject in the University without additional charge.

ORATORY AND EXPRESSION.

Semester of 18 weeks.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	9.00

Class lessons (Three in class).

1-60 minute lesson per week	6.00

SCHOOL OF ART.

Semester of 18 weeks.

36 private lessons, hour each	$25.00
Individual lesson, hour each	.75
Class lessons (two per week, 3 hours each)	18.00

PHILLIPS BUSINESS COLLEGE—RATES OF TUITION.

Payable in Advance.

Business Course.

(For further description and information see pages 126-7-8.)

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Shorthand and Typewriting Course

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Full Combination Course.

Scholarship, (time, twelve months) including the two full courses, viz., the Business Course and Shorthand Course, as given above, both in one scholarship ..... $ 90.00
Unlimited time 110.00

Advanced Bookkeeping and Accountants' Course.

Scholarship, cash $75.00
Unlimited time 90.00

Court Reporters' and Teachers' Course.

Scholarship, cash $75.00
Unlimited time 90.00

Complete Combination Course.

Scholarship, (time, eighteen months), including the two courses, viz., the complete Business Course and Shorthand Course as given above, both in one scholarship $135.00
Unlimited time 150.00

Pen Art Course.

Scholarship $50.00
Unlimited time 60.00

Nine Months Combination Course.

Tuition, cash $75.00

Telegraphy Course.

Scholarship $50.00
Or $25.00 cash, and $10.00 each month thereafter until $55.00 is paid.

Telegraphy and Stenography Course.

Scholarship, cash $90.00

REDUCTIONS.

Students taking double work in one of the special schools,

of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT.

Rent at Ladies' Hall; Two In a Room.

Per Semester.

Rent at Ladies' Hall; Two in a Room----------$20.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room rent.

The above prices include heat, light and care of Lady Principal.

Occupants furnish their own bedding and linen.

Good rooms can be had by young men in private homes near the University from $1.00 to $1.25 per week.

Meals served in the dining room at the Ladies' Hall to both ladies and gentlemen. Price $2.50 per week.

Room and board in private homes can be had from $4.00 to $5.00 per week.

Some Questions Concerning Expenses Often Asked.

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and schoolroom stationery. Books and stationery are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be required to furnish their own sheets, pillow cases, blankets and one thick comfort, also towels and napkins. These as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Phillips University than to a state school?

We believe a student who is willing to economize can go cheaper here than to the average state school. Our cooperative form of boarding saves more than the average cost of tuition and our students are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Ladies' Hall.

We require all young ladies from a distance to room in the Ladies' Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole time to the care of the young ladies and when they leave the premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much attention is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their

rooms and this requires but little time. If students arrive several days before the term opens, having no employment they are apt to get homesick.

3.—Visiting Home.

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires but a short time.

4.—Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

5.—Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1.) The University Farm.

Our Board has secured 160 acres of excellent farming

land a short distance from the college campus, and an additional 160 acres adjoining the campus has recently been placed at their disposal. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A number of students will be given a chance to work one or more hours per day, at a modest remuneration. The work has not yet been started but will be commenced as soon as the necessary funds can be secured.

(2) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

6.—Religious Advantages.

(1.) The Churches of Enid.

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday School because of the large amount of valuable information to be gained.

(2.) Student Volunteer Band.

We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band."

The missionary spirit is very strong in the University. There has been for several years a very large class studying the various fields of foreign missions. It is planned to make this class a permanent feature of the institution.

(3.) Christian Associations.

We place a high estimate on the work of the Y. M. C. A., and Y. W. C. A. The Y. M. C. A. and Y. W. C. A. have been organized. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(4.) Ministerial Association.

A ministerial association has been formed composed of students preparing for the ministry. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young woman will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8.—The University Band.

A large band will be organized during the coming year. New students who own instruments are requested to bring them when they enter the University next fall. A competent instructor has been secured and efforts will be made to train a band of not less than thirty pieces to a high standard of efficiency.

9.—Literary Societies.

There are two Literary Societies, well organized, and both are doing efficient work: The Periclean, and the Delphian. Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of the students, to promote college spirit and friendship, and to give practical experience in public speaking and general

literary work. All students should join one of these societies.

10.—The Slate.

A publication by and for the students of the University is published monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

11.—Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is endowed tuition fees in all the schools except the Bible school must necessarily be charged, but they will be made as low as possible.

12.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as childden, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in the college and in all the schools of the University are under the same general regulations.

13.—Morals.

It is not an uncommon thing for a student, to retrograde

morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

14.—The Aristocracy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the student's standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

15.—A Word to Teachers.

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

16.—A Word to Parents.

Oftentimes parents, at the solicitation of their children make requests of us that are very detrimental to the student's progress and standing.

(1.) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2.) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

17.—A Word to Students.

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1.) Endowment a Necessity.—There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in

such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

(2.) Temporary Endowment—As a temporary expedient we have been compelled to rely in part upon subscriptions from individuals for current expenses. These subscriptions have been taken in the form of notes payable in five equal annual installments. We have realized several thousand dollars each year from this source. Many of the subscriptions have expired, but we are adding a few new ones each year. We must continue this form of support until our endowment is materially increased.

(3.) Our Permanent Endowment.—We have made some progress in raising a permanent endowment. In the fall of 1909 we took interest bearing notes for permanent endowment to the amount of $50,000. About $15,000 of this was afterwards used in the payment of debts by the request and consent of the donors. In September, 1912 we realized $25,000 from a bequest of T. W. Phillips, of New Castle, Pa. In November following the family of T. W. Phillips united in a contribution of $50,000 toward our permanent endowment, and at the same time the pledge of R. A. Long's for $25,000 was made available, the conditions of the pledge having been met. $25,000 of the original bonus given by Enid was invested in a ladies' dormitory, which yields us about 6 per cent. on the investment. This gives us a productive endowment of about $160,000.

(4.) Help for Our Library.

We invite the attention of any friend of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the

wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up. Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

Another opportunity lies in the line of scientific and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2.) Adopt the library as your special work.

(3.) Establish one or more of the laboratories.

(4.) Build a gymnasium, and thus encourage physical development.

(5.) Erect a building for the High School.

(6.) Adopt the college farm as your special line of benevolence.

(7.) Be one of fifty persons to give $100 per year for five years to equip and support this school.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

What Preachers Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year; preach a sermon on education.

(3.) Send your young people to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of your acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

Register of Students.

GRADUATE STUDENTS.

Lash, Frank Harry (A. B., Phillips University, 1912) ----------Oklahoma
Wellman, Frank A. (A. B., Phillips University, 1912) ----------Colorado
Perry, Thomas C. (A. B. Cotner University, 1909) Nebraska
Pitts, Guy E. (A. B., Phillips University, 1912) Oklahoma

CANDIDATES FOR REGREE A. B.

Bush, Forrest ---------- Kansas
Carr, Majorie ----------Oklahoma
Chatt, L. Orville ---------- "
Hanbery, James W. ---------- "
Harwood, Carl G. ---------- "
Kehres, Harvey ---------- Oregon
Lappin, John C. ----------Oklahoma
Swain, William T. ---------- "

CANDIDATES FOR DEGREE Th. B.

Burkhart, Charles A. ---------- Missouri
Woods, Harry M. ----------Oklahoma

COLLEGE OF LIBERAL ARTS.

Aikins, Arthur J. ----------Oklahoma
Aikins, Elma M. ---------- "
Allen, Lloyd M. ---------- "
Baker, Ralph S. ---------- "
Beard, Albert ---------- "
Bell, Walter ---------- Texas

Brown, Bessie ---------- Oklahoma
Burkhart, Charles A. ---------- "
Burt, Melissa ---------- "
Bush, Forrest E. ---------- Kansas
Bush, Elizabeth ---------- "
Carr, Majorie ---------- Oklahoma
Cleveland, Austin ---------- "
Cleveland, Maude M. ---------- "
Charlton, Artie L. ---------- "
Charlton, John I. ---------- "
Chatt, L. Orville ---------- "
Cullison, Irene ---------- "
Curtis, Roy E. ---------- "
Gifford, Ruth A. ---------- "
Gordon, Forest L. ---------- "
Haley, Everett G. ---------- Kansas
Hanbery, James W. ---------- Oklahoma
Harbert, Willa ---------- "
Harrison, Elzie W. ---------- Kansas
Harwood, Carl G. ---------- Oklahoma
Hays, Everett ---------- "
Henderson, Agnes F. ---------- "
Hixon, Bertie ---------- "
Hopkins, Hazel ---------- "
Kehres, Harvey ---------- Oregon
Landingham, Ernest ---------- Oklahoma
Lappin, John C. ---------- "
Lash, Frank Harry ---------- "
Layton, D. D. ---------- "
Laux, Blen ---------- Kansas
Logan, Ina L. ---------- Oklahoma
Lovell, Lyman ---------- "
Manley, Ruby ---------- "
Marshall, Elma M. ---------- Minnesota
McCafferty, Bertha ---------- Oklahoma
McElroy, Ethel ---------- "
McGill, May ---------- "
McLaughlin, Tom ---------- "
Mitchell, Emma R. ---------- Kansas

Mitchell, Ira L. ---------- Oklahoma
Moore, Minnie ---------- "
Munger, Reuben ---------- "
Nelson, Ralph W. ---------- Kansas
Noble, Mabel ---------- Oklahoma
Nolan, Amelia ---------- "
Olney, Nell ---------- "
Page, Claudie Zollars ---------- Ohio
Patterson, Emmett ---------- Oklahoma
Perry, Thomas C. ---------- Nebraska
Pitts, Guy E. ---------- Oklahoma
Poston, E. Franklyn ---------- Kansas
Ratcliffe, William T. ---------- Nebraska
Reese, William L. ---------- Kansas
Roland, Charles ---------- Illinois
Smith, L. Roy ---------- Oklahoma
Snare, Raymond ---------- Kansas
Swain, William T. ---------- Oklahoma
Tankersley, Percy A. ---------- Oklahoma
Thornton, Charles L. ---------- Oregon
Thornton, Fern ---------- Oregon
Tremaine, Stella ---------- Kansas
Walker, Ardra ---------- Missouri
Wallace, Dell ---------- Oklahoma
Wellman, Frank A. ---------- Colorado
Wilson, Hugh H. ---------- Missouri
Wise, Le Roy ---------- "
Woods, Harry M. ---------- Oklahoma
Yelderman, Robert R. ---------- Illinois
Young, Maida ---------- Oklahoma
Younker, Mable ---------- "

UNCLASSIFIED.

Burris, Fannie ---------- Oklahoma
Burris, Oliver ---------- "
Cotton, Cecil ---------- "
Cowley, Luella ---------- Missouri
Goff, Fred M. ---------- Arkansas
Lappin, V. Pearl ---------- Oklahoma

Palmer, Charles R. ---------- Missouri
Wellman, Kate E. ---------- Colorado

MINISTERIAL STUDENTS.

Aikins, Arthur J. ---------- Oklahoma
Aikins, Elma M. ---------- "
Andrews, Hallie E. ---------- Kansas
Barr, Harry L. ---------- "
Beard, Albert ---------- Oklahoma
Bell, Walter G. ---------- Texas
Bentley, Warren E. ---------- Oklahoma
Boyer, Ray L. ---------- Missouri
Brawner, Frances ---------- Oklahoma
Burkhart, Chas. A. ---------- Missouri
Burris, Fannie ---------- Oklahoma
Burris, Oliver P. ---------- "
Cowley, Luella ---------- Missouri
Crow, B. Grant ---------- Texas
Curtis, Roy E. ---------- Oklahoma
Davis, Lena B. ---------- "
Davis, Matt ---------- "
Engle, (Mrs.) J. G. ---------- "
Engle, N. Ferd ---------- Kansas
Foster, John E. ---------- Missouri
Fletcher, William A. ---------- Oklahoma
Gibble, Jacob N. ---------- "
Gibble, Lloyd E. ---------- "
Gilmore, Max ---------- "
Ginter, Byron A. ---------- "
Goff, Fred M. ---------- Arkansas
Haley, Everett G. ---------- Kanasas
Harmsworth, Charles F. ---------- Colorado
Harp, Russell ---------- Missouri
Harrison, Eliza W. ---------- Kansas
Haskew, Otto ---------- Oklahoma
Henderson, Agnes F. ---------- "
Hesser, I. J. ---------- "
Howard, W. Arthur ---------- Australia

Kehres, Harvey ---------- Oregon
Lappin, John C. ----------Oklahoma
Lappin, V. Pearl ---------- "
Lake, Huldah ---------- Kansas
Lash, Frank Harry ----------Oklahoma
Linkous, Hatcher M. ----------Virginia
Linn, Glenn ---------- Kansas
Looper, Guy ---------- "
Mast, Harry ---------- "
Mast, Lester E. ---------- "
McCarroll, C. C. ---------- "
McCrea, James W. ---------- "
McDonald, William H. ---------- Iowa
Meece, Thomas M. ----------Oklahoma
Middleton, Gilbert T. ---------- Kansas
Needham, Justin ----------Oklahoma
Nelson, Ralph W. ---------- Kansas
Nichols, Luther ----------Arkansas
Olney, Nell ----------Oklahoma
Palmer, Charles R. ---------- Missouri
Palmer, Eugene A. ----------Nebraska
Palmer, W. I. ---------- Iowa
Perkins, Tom M. ----------Oklahoma
Perry, Ralph ---------- "
Perry, Thomas C. ----------Nebraska
Pittman, William H. ----------Oklahoma
Poston, E. Franklyn ---------- Kansas
Reed, Louis ---------- "
Reese, William L. ---------- "
Roland, Charles L. ---------- Illinois
Russell, Oliver M. ---------- Missouri
Sailer, S. A. ---------- Kansas
Shane, Bessie ----------Oklahoma
Smith, Charles J. ---------- "
Smith, Dan E. ---------- Kansas
Smith, L. Roy ----------Oklahoma
Smith, Walter A. ---------- Kansas
Smyth, Leslie ----------Oklahoma
Strong, Arthur L. ---------- "

Strong, (Mrs.) Arthur L. ---------- Oklahoma
Stubbs, Henry E. ---------- "
Stubbs, Ruby ---------- "
Swain, William T. ---------- "
Thompson, Clyde C. ---------- "
Thornton, Charles L. ---------- Oregon
Thornton, Fern ---------- "
Tull, Arch ---------- Arkansas
Turner, J. Walter ---------- Oklahoma
Venable, Charles E. ---------- Missouri
Walker, Ardra ---------- "
Ward, Frank E. ---------- Illinois
Wellman, Frank A. ---------- Colorado
Wellman, Kate E. ---------- "
Winsett, John G. ---------- Oklahoma
Wise, Le Roy ---------- Missouri
Woods, Harry M. ---------- Oklahoma
Yelderman, Robert R. ---------- Illinois
Yocum, O. Darrell ---------- Nebraska

HIGH SCHOOL.

Baggett, William H. ---------- Arkansas
Barr, Harry L. ---------- Kansas
Beeley, Helen ---------- Oklahoma
Beeley, Ralph ---------- "
Bentley, Warren E. ---------- "
Blanchard, Amy ---------- "
Botts, Adolph ---------- "
Botts, Nema ---------- "
Boyer, Ray L. ---------- Missouri
Burge, Eva ---------- Oklahoma
Burger, Ivan ---------- Kansas
Chatt, Pearl ---------- Oklahoma
Clift, Elsie ---------- Kansas
Cooley, James T. ---------- Oklahoma
Cotton, Clyde ---------- "
Crow, Grant ---------- Texas
Curtis, Gertrude ---------- Oklahoma
Davis, Lena B. ---------- "

Davis, Hatt ---------- Oklahoma
Davis, Myrtle ---------- "
Dalke, Cornelius L. ---------- "
Engle, Bruce ---------- "
Engle, Charles C. ---------- "
Engle, N. Fred ---------- Kansas
Fletcher, William A. ---------- Oklahoma
Foster, John ---------- Missouri
Freeman, Ralph M. ---------- Oklahoma
Gibble, Jacob N. ---------- "
Gibble, Lloyd ---------- "
Gilmore, Max ---------- "
Gilmore, Nancy ---------- "
Ginter, Byron A. ---------- "
Goode, Beulah ---------- "
Griggs, J. D. ---------- "
Harmsworth, Charles F. ---------- Colorado
Harned, Hazel ---------- Oklahoma
Harp, Ralph ---------- "
Harp, Russell ---------- Missouri
Hembree, Raymond ---------- Arkansas
Hesser, I. J. ---------- Oklahoma
Howard W. Arthur ---------- Australia
Howe, Ermyl ---------- Oklahoma
Kimmel, Frances ---------- "
Kindred, Alice C. ---------- "
Kester, Sadie ---------- "
Koechel, Olga ---------- "
Lake, Hulda ---------- Kansas
Lawrence, Ethyle ---------- Oklahoma
Layton, Byron ---------- "
Linn, Glenn ---------- Kansas
Logue, Agnes ---------- Oklahoma
Looper, Guy ---------- "
Lounsbury, Lawrence ---------- "
Linkous, Hatcher M. ---------- Virginia
Lumpkin, Gladys ---------- Oklahoma
Manley, Page ---------- "
Massie, Violette ---------- Missouri

Mast, Harry	Kansas
Mast, Lester E.	"
McCarroll, C. C.	"
McCrea, James W.	"
McDonald, William H.	"
McMillan, Irma	Oklahoma
Meece, Thomas J.	"
Middleton, Gilbert T.	Kansas
Monnett, Rachel	Oklahoma
Musser, Harry F.	"
Musser, William	"
Needham, Justin	"
Nichols, Luther	Arkansas
Palmer, Eugene A.	Nebraska
Palmer, W. I.	Iowa
Perkins, Tom M.	Oklahoma
Perry, Ralph	"
Peters, Leone	"
Pittman, William H.	"
Pool, Vachel	"
Reed, Louis	"
Reiter, Rosa	"
Reger, Nellie	"
Russell, Oliver M.	Missouri
Sailer, S. A.	Kansas
Semans, Harley E.	"
Shultz, Will G.	Oklahoma
Smith, Charles J.	"
Smith, Dan E.	Kansas
Smith, Ila G.	Oklahoma
Smith, Maudlee	Kansas
Smith, Walter A.	"
Smyth, Leslie	Oklahoma
Strauss, Arthur	Kansas
Strauss, Pauline	"
Strong, Arthur L.	Oklahoma
Stambaugh, Zema	"
Stubbs, Henry E.	"
Thompson, Leila M.	Kansas

Tull, Arch. ---------- Arkansas
Turner, J. Walter ---------- Oklahoma
Venable, Charles E. ---------- Missouri
Ward, Frank M. ---------- Illinois
Whitmire, Lenore ---------- Oklahoma
Wilson, Kathryn ---------- "
Winsett, John G. ---------- "
Wolfe, Ellen ---------- "
Woodside, J. Uly ---------- Kansas
Wright, Blanche E. ---------- "
Wright, Majel ---------- "
Yocum, O. Darrell ---------- Nebraska
Young, W. Earl ---------- Oklahoma

UNCLASSIFIED.

Haskew, Otto ---------- Oklahoma
Jones, William F. ---------- Texas
Thompson, Clyde ---------- Oklahoma
Wertz, Guy ---------- "
Wertz, Ray ---------- "

COLLEGE OF FINE ARTS.

Music

Allen, Genevieve ---------- Oklahoma
Allen, Harry ---------- "
Aitken, Verne ---------- "
Alexander, Eva ---------- "
Anten, A. E. ---------- "
Athey, Geo. W. ---------- "
Atterbery, Neola ---------- Arkansas
Bacon, Edgar S. ---------- Oklahoma
Bailey, W. A. ---------- "
Baker, Roscoe ---------- "
Baker, Walter ---------- "
Banta, R. W. ---------- "
Benecke, Otto ---------- "
Beerbower, Louise ---------- "

Blanchard, Amy ---------- Oklahoma
Blake, Beryl ---------- "
Botts, Nema ---------- "
Boyle, Claire ---------- "
Brown, Naomi ---------- "
Bruce, Bertha ---------- "
Burge, Eva ---------- "
Burris, Fannie ---------- "
Calloway, Lorene ---------- "
Case, Blanche ---------- "
Chandler, Annelle ---------- "
Chappell, Carrie ---------- "
Charlton, Artie ---------- "
Chatt, Lu Orville ---------- "
Childs, George ---------- "
Claiborne, Frederick ---------- "
Cleveland, Maude ---------- "
Comstock, W. H. ---------- "
Cook, Blanche ---------- "
Cooper, J. M. ---------- "
Cooper, Opal ---------- "
Corry, (Mrs.) Roy ---------- "
Cotton, Cecil ---------- "
Cotton, Clyde ---------- "
Cotton, Lily ---------- "
Coulter, Mildred ---------- "
Cox, (Mrs.) C. L. ---------- "
Cox, Olive ---------- "
Cullison, Irene ---------- "
Cullison, May ---------- "
Curtis, Gertrude ---------- "
Davis, Lena B. ---------- "
Danely, Pearl ---------- "
Danely, Ruth ---------- "
Denton, Dorothy ---------- "
DeWitt, Claude E. ---------- "
Dodd, Ernestine ---------- "
Donald, Dora ---------- "

Donald, Helen	Oklahoma
Donald Mina	"
Druley, Theresa	"
Drummond, Bessie	"
Easter, Fanchion	"
Eaton, Lucie	"
Ellis, Gladys	"
Engle, (Mrs.) J. G.	"
Estes, Della	"
Evans, Ranold Secoy	"
Evans, Valaria Esther	"
Faurote, Pearl	"
Fennessey, Margaret	"
Fink, Hazel	"
Ford, Grace	"
Frantz, Douglas	"
Gibbs, Flossie	"
Gifford, Ruth	"
Gilmore, Nancy	"
Gist, Manfred	"
Godfrey, (Mrs.) F. L.	"
Godschalk, Harold J.	"
Goltry, Fern	"
Goodwill, Opal	"
Gunn, Gertrude	"
Hall, Myrtle	"
Hamilton, Elva	"
Hanson, Vivian	"
Harbert, Willa	"
Harmsworth, Chas. F.	Colorado
Harp, Angelica	Oklahoma
Harp, Ralph	"
Hartman, Ruth	"
Hatch, Helen	"
Hatch, Gladys	"
Helema, Alice	"
Hendrickson, Grayce	"
Herzberg, Faye	"
Herzberg, Le Roy	"

Hiatt, Hazel ---------- Oklahoma
Hoffman, Louise ---------- "
Hopper, Beulah ---------- "
Howard, Edna ---------- "
Howe, Ermyl ---------- "
Hoyt, Louise ---------- "
Hudson, (Mrs.) F. A. ---------- "
Huett, Ruby ---------- "
Ingle, Inez ---------- "
Ingle, Mildred ---------- "
Isbel, Ida ---------- "
Jacobs, Vera ---------- "
Jacobs, Violette ---------- "
Jarrett, Marie ---------- "
Johnson, Adelene ---------- "
Johnson, Marguerite ---------- "
Johnson, Wendell ---------- "
Jones, Agness ---------- "
Jones, Nelle W. ---------- "
Kendall, (Mrs.) W. L. ---------- "
Kenefik, Madonna ---------- "
Kester, Sadie ---------- "
Kelchner, (Mrs.) L. M. ---------- "
King, Roberta ---------- "
Kretchman, Marie ---------- "
Lange, Leola ---------- "
Lappin, V. Pearl ---------- "
Laux, Blend ---------- Kansas
LeCompte, (Mrs.) W. R. ---------- Oklahoma
Letson, Frances ---------- "
Letson, Lucile ---------- "
Lewis, H. N. ---------- "
Lewis, Lenore E. ---------- "
Light, Lillis ---------- "
Light, Ruth ---------- "
Logan, Ina L. ---------- "
Looper, Guy ---------- "
Luther, Hazel ---------- "
Luther, Maude ---------- "

Manley, Ruby ---------- Oklahoma
Mannen, (Mrs.) T. E. ---------- "
Markle, Monroe ---------- "
Marshall, Elma M. ---------- Minnesota
Martens, F. R. ---------- Oklahoma
Martin, Maria ---------- Kansas
Martin, Winifred ---------- "
Marquis, Mae ---------- Oklahoma
Mason, Martha D. ---------- "
Mast, Lester E. ---------- Kansas
Matthews, Mayme ---------- Oklahoma
Mayberry, Ruth ---------- "
McCafferty, Bertha ---------- "
McCarthy, Ina ---------- "
McElroy, Ethel ---------- "
McKee, Reah ---------- "
McLane, Grace ---------- "
McMillan, Irma ---------- "
McKeever, Mary ---------- "
Meibergen, Joseph ---------- "
Meibergen, Josephine ---------- "
Meyer, Dorathea ---------- "
Mick, Vernon ---------- "
Mill, Naomi ---------- "
Mill, Ruth ---------- "
Miller, Verda ---------- "
Minton, Virginia ---------- "
Mitchell, Emma R. ---------- Kansas
Monnett, Rachel ---------- Oklahoma
Moore, Ruby ---------- "
Morrow, Veda ---------- "
Nay, Carl ---------- "
Neumyer, Birdie ---------- "
O'Mealey, Evelyn ---------- "
Palmer, Charles R. ---------- Missouri
Page, Claudia Zollars ---------- Ohio
Parker, Mary D. ---------- Oklahoma
Peard, (Mrs.) Roger ---------- "
Perkins, Inez ---------- "

Ploof, Arthur ---------- Oklahoma
Poetker, Bernard ---------- "
Poetker, Elizabeth ---------- "
Poetker, Henry R. ---------- "
Popham, Elizabeth ---------- "
Poston, E. Franklyn ---------- Kansas
Quinlan, Palma ---------- New Mexico
Rarey, Helen ---------- Oklahoma
Rathbul, Faye ---------- "
Rector, Harry ---------- "
Reger, Nellie ---------- "
Reiter, Rosa ---------- Ohio
Rhodes, Clara ---------- Oklahoma
Richard, Roy ---------- "
Roberts, Evelyn ---------- "
Roberts, Katherine ---------- "
Robinson, Gladys ---------- "
Rogers, Gladys ---------- "
Sale, Althea E. ---------- "
Sawyer, Jessie ---------- "
Sayles, Charles ---------- "
Schmidt, Peter A. ---------- "
Schminke, Edith ---------- "
Severe, Marie ---------- Kansas
Seigler, Cora ---------- Oklahoma
Shaklee, Nellie ---------- "
Shane, Bessie ---------- "
Shanks, Maudie ---------- "
Shanks, Sylvia ---------- "
Simons, Mary E. ---------- "
Simpson, Ruth ---------- "
Small, Ruth ---------- "
Smith, Betty ---------- "
Smith, Della ---------- "
Smith, E. H. ---------- "
Smith, Ila G. ---------- "
Smith, Paul ---------- "
Smith, Rose ---------- "
Smith, Verlee ---------- "

Smith, Walter A. ---------- Kansas
Soper, Hazel ---------- Oklahoma
Stambaugh, Eva ---------- "
Steen, Sallie P. ---------- "
Stephenson, Adah ---------- "
Strickler, Genevieve ---------- "
Stubbs, Ruby ---------- "
Sutton, Minnie B. ---------- "
Taylor, (Mrs.) William M. ---------- "
Thies, Herman ---------- "
Thomas, Merle ---------- "
Thompson, Mary ---------- "
Thompson, Stella ---------- "
Todd, Marie ---------- "
Tribble, Clifton ---------- "
Trippett, Alice ---------- "
Trippett, Lues ---------- "
Van Boskirk, Glen ---------- "
Van Boskirk, Ray ---------- "
Van Boskirk, Roe ---------- "
Vance, Ione ---------- "
Vandiver, May ---------- "
Walton, Geneva ---------- "
Warren, Ethel Mae ---------- "
Wheeler, Beatrice ---------- "
Wheeler, Vida ---------- "
Whitmire, Lenore ---------- "
Whitney, Clyde E. ---------- "
Williams, Annie B. ---------- "
Williams, Ferne ---------- "
Williams, Lucile ---------- "
Williams, Ruth ---------- "
Williamson, Margaret ---------- "
Wilcox, Frances ---------- "
Wilson, Kathryn ---------- "
Wilson, Lula ---------- "
Wilson, Luther ---------- "
Wolfe, Chester A. ---------- "
Woodside, J. Uly ---------- Kansas

Wright, Majel ---------- Oklahoma
Yelderman, Robert ---------- "
Young, B. C. ---------- "
Young, Margaret ---------- "
Young, W. Earl ---------- "
Zimmerman, J. Irving ---------- "

COLLEGE OF FINE ARTS.

Oratory.

Allen, Lloyd M. ---------- Oklahoma
Bell, Walter G. ---------- Texas
Blanchard, Amy ---------- Oklahoma
Brown, Naomi ---------- "
Burkhart, Charles A. ---------- Missouri
Bush, Forrest ---------- Kansas
Chatt, L. Orville ---------- Oklahoma
Cleveland, Austin ---------- "
Collar, Edna ---------- "
Collar, Ruth ---------- "
Curtis, Roy E. ---------- "
Ginter, Byron A. ---------- "
Harbert, Willa ---------- "
Harrison, (Mrs.) W. B. ---------- "
Hart, Floyd ---------- "
Hayden, W. E. ---------- "
Hays, Everett ---------- "
Hendrickson, Grayce ---------- "
Hoffman, Louise ---------- "
Howard, W. Arthur ---------- Australia
Kaufman, Edna ---------- Oklahoma
Kehres, Harvey ---------- Oregon
Lovell, Lyman ---------- Oklahoma
Lumpkin, Gladys ---------- "
Manley, Vera ---------- "
Massie, Violette ---------- Missouri
McCafferty, Bertha E. ---------- Oklahoma
McCarthy, Ina ---------- "
Meece, Thomas J. ---------- "

Mitchell, Emma R. ---------- Kansas
Musser, William ---------- Oklahoma
Palmer, W. I. ---------- Iowa
Patterson, Emmett ---------- Oklahoma
Perry, Thomas C. ---------- "
Poetker, Henry R. ---------- "
Randels, Ora ---------- "
Reese, William L. ---------- Kansas
Riley, Curtis ---------- Oklahoma
Scarff, Josephine ---------- "
Soper, Hazel ---------- "
Stubbs, Henry E. ---------- "
Thomas, Merle ---------- "
Thomas, W. M. ---------- "
Whittiker, Opal ---------- "
Wilson, Hugh H. ---------- Missouri
Wilson, Luther ---------- Oklahoma
Woolf, Helaine ---------- "
Woods, Harry M. ---------- "
Vandiver, Grace ---------- "

COLLEGE OF FINE ARTS.

Painting, etc.

Atherson, (Mrs.) E. ---------- Oklahoma
Bilyew, (Mrs.) Robert I. ---------- "
Boon, (Mrs.) N. ---------- "
Brittan, (Mrs.) W. ---------- "
Buffington, (Mrs.) B. F. ---------- "
Bundy, Mildred ---------- "
Burch, George ---------- Kansas
Champlin, Marie ---------- Oklahoma
Clarke, Mary ---------- "
Corry, Nelle ---------- "
Corry, (Mrs.) Roy ---------- "
Coxe, (Mrs.) W. M. ---------- "
Crowe, Vera ---------- "
Cotton (Mrs.) L. C. ---------- "
Cotton, (Mrs.) Dr. L. W. ---------- "
Curran, (Mrs.) J. F. ---------- "

Dale, C. L. ---------- Oklahoma
Davis, Myrtle ---------- "
Dome, (Mrs.) C. H. ---------- "
Dort, (Mrs.) H. C. ---------- "
Faulds, Mrs.) N. ---------- "
Giles, Mabel ---------- "
Goulding, (Mrs.) P. J. ---------- "
Hanbery, James W. ---------- "
Hembre, Raymond ---------- Arkansas
Hendoix, (Mrs.) J. F. ---------- Oklahoma
Hensen, Beulah ---------- "
Hesser, Milton ---------- "
Hobbs, Helen ---------- "
Hurley, R. B. ---------- "
Isbel, Guida L. ---------- "
Johnson, (Mrs.) J. ---------- "
Jones, Garland ---------- "
Kelly, (Mrs.) J. C. ---------- "
Keys, Marion ---------- "
Kimmel, Ruth ---------- "
Lands, (Mrs.) Victor ---------- "
Leonard, (Mrs.) Carl ---------- "
Loudermilk, (Mrs.) J. D. ---------- "
McCafferty, Ethel ---------- "
Mock, Daisy ---------- "
Nicholson, Grace ---------- "
Peard, (Mrs.) Roger ---------- "
Pitzer, (Mrs.) L. B. ---------- "
Pool, Vachel ---------- "
Plumley, (Mrs.) A. ---------- "
Rogers, (Mrs.) Lee ---------- "
Sanders, (Mrs.) Charles ---------- "
Shields, (Mrs.) Ed. ---------- "
Smith, Charles J. ---------- "
Snare, Raymond ---------- "
Stizel, Carrie ---------- "
Taylor, Jeanette ---------- "
Todd, Marie Virginia ---------- "
Torry, (Mrs.) Myra B. ---------- "
Trinkle, (Mrs.) C. G. ---------- "

Tyler, (Mrs.) J. W. ---------- Oklahoma
Vanderwork, Melvia Ethel ---------- "
Walker, Birdie ---------- "
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Wilson, Ella ---------- "
Wright, Blanche ---------- Kansas
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Zeigler, Mamie ---------- "

COLLEGE OF BUSINESS

Abernathy, Albert ---------- Oklahoma
Ashmush, Laura ---------- "
Allen, Paul ---------- "
Armstrong, Harmon ---------- "
Atkins, Jr., Edward L. ---------- "
Bare, Gertrude ---------- Missouri
Barton, Hal L. ---------- Oklahoma
Bastin, Marguerite ---------- "
Baumgarden, Clara ---------- "
Bird, Joe ---------- "
Bidwell, Harry ---------- "
Blazer, Silas ---------- "
Boles, Preston ---------- "
Botkin, Mae ---------- "
Bowerman, Jose ---------- "
Brafford, Earl K. ---------- "
Brand, Ruth E. ---------- "
Broady, Eula ---------- "
Brooks, Hazel ---------- "
Brown, C. A. ---------- "
Brown, Chester ---------- "
Bryant, Ted ---------- "
Burch, George ---------- Kansas
Carpenter, Dudley H. ---------- Oklahoma
Carter, Hazel ---------- "
Chapman, Pearl ---------- "

Clampit, Anna ---------- Oklahoma
Clark, Hanford ---------- "
Clough, (Mrs.) ---------- "
Combs, J. J. ---------- "
Cooney, Verlie ---------- "
Crump, James ---------- "
Danely, Logan L. ---------- "
Davis, Myrtle ---------- "
Day, Roy ---------- "
Deweese, Grant ---------- California
Donald, Helen ---------- Oklahoma
Downen, James H. ---------- "
Drumm, Roy N. ---------- "
Eales, Dale ---------- "
Evans, Earl J. ---------- "
Farrell, V. Wilson ---------- Missouri
Forster, Paul ---------- Oklahoma
Frick, Ruth ---------- "
Gallegly, Iva A. ---------- "
Gaylord, Majorie ---------- Kansas
Geeslin, Fenton ---------- Oklahoma
George, Walter ---------- "
Gentry, G. L. ---------- "
Gibson, Ray ---------- "
Gregg, Frank ---------- "
Gregg, Rodney L. ---------- "
Green, Russell ---------- "
Hallam, Salathiel ---------- "
Hamm, Joyce ---------- "
Hanks, James ---------- "
Harmon, Hiram ---------- "
Hart, Fenn ---------- "
Henry, Viola B. ---------- "
Hoetzel, Marie ---------- "
Huett, Ruby ---------- "
Hume, Holeman ---------- "
Hunt, Paul V. ---------- "
Jarrett, Marie ---------- "
Jenison, Arlow ---------- "
Jones, Mary Lou ---------- "

Kappa, Ben ---------- Oklahoma
Keltner, Ray S. ---------- "
Kimmell, Ruth E. ---------- "
Knower, Kenneth ---------- "
Kruckenberg, Lao ---------- "
LeMaster, Gail ---------- "
Lewis, Galdis ---------- "
Lincoln, Roy ---------- "
Lindell, Frank ---------- "
Looper, Pearl ---------- "
Loudermilk, Wade ---------- "
Lynch, Charlotte Worcester ---------- "
Martin, Maria ---------- "
Miller, Clara B. ---------- "
Morrow, Will C. ---------- "
Moteer, H. H. ---------- "
Mullen, Faye ---------- "
Myers, Lizzie ---------- "
Nichols, Chris ---------- "
Nixon, Howard ---------- "
Nugent, Ora ---------- "
Olds, Zoe ---------- "
Oneil, Hugh ---------- "
Parker, Hattie ---------- "
Patterson, Arney ---------- "
Perkins, Ina ---------- "
Perkins, Robert ---------- "
Pittman, William H. ---------- "
Priest, Lester ---------- "
Queen, Jesse ---------- Kansas
Radford, Mabel ---------- Oklahoma
Redway, L. D. ---------- "
Reed, Collins ---------- "
Reed, Faye E. ---------- "
Reger, O'Dessa H. ---------- "
Richards, Harry A. ---------- "
Riley, Curtis ---------- "
Riley, Earl R. ---------- "

Roberts, Hazel ---------- Oklahoma
Roever, Herbert ---------- "
Rogers, Esther ---------- "
Rusmisel, Lee ---------- "
Schmidt, Eddie W. ---------- "
Schmidt, John A. ---------- "
Schmidt, Peter A. ---------- "
Severe, Marie ---------- Kansas
Sherman, Ira ---------- Oklahoma
Stephens, Ralph D. ---------- "
Stiles, Harry N. ---------- "
Storm, George ---------- "
Story, Clifford ---------- "
Stratton, Thomas A. ---------- "
Streeter, A. C. ---------- "
Stucker, Oscar ---------- "
Sweeney, John ---------- "
Swinehart, Bernard ---------- "
Thomas, Lulu ---------- "
Thompson, Dixie ---------- "
Todd, Marie Virginia ---------- "
Unruh, Amelia ---------- "
Waken, Charles ---------- "
Walter, Emma ---------- "
Walter, Julia ---------- "
Ward, Art ---------- "
Warnaca, Albert ---------- "
Weaver, Kenet ---------- "
Wellman, Forrest ---------- "
Williams, James W. ---------- "
Williams, Sally ---------- "
Wilson, Kathryn ---------- "
Woodard, Ellsworth ---------- "
Wyert, Harry ---------- "

SCHOOL OF TRAINED NURSES.

Baxter, Ruth ---------- Oklahoma
Evans, Carrie ---------- "

Gabus, Jennie ---------- Oklahoma
Gabus, Mary ---------- "
Johnson, Leda ---------- "
Wildgrube, Lorinda ---------- "

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Enid, Oklahoma

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Published Monthly by Phillips University

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CALENDAR 1914-15

JUNE

S	M	T	W	T	F	S
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AUGUST

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22	23	24	25	26	27	28
29	30	31				

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Catalogue

of

Phillips University

Enid, Oklahoma

1913-14

Seventh Session

With announcements for the session of 1913-14

CALENDAR

SEPTEMBER, 1914 TO JUNE, 1915.

FIRST SEMESTER.

First Semester Opens——Tuesday, Sept. 15, 1914
Enrollment and Classification
Tuesday and Wednesday, Sept. 15 and 16, 1914
Convocation Sermon——Sunday, Sept. 20, 1914
Reception for Students——Monday, Oct. 12, 1914
Faculty Recital——Friday, Oct. 22, 1914
Thanksgiving Holiday——Thursday, Nov. 26, 1914
Recital, School of Oratory——Thursday, Nov. 26, 1914
Recital, School of Music——Monday, Dec. 14, 1914
Christmas Holiday
Saturday, Dec. 19, 1914, to Monday, Jan. 4, 1915
Reception for Students——Monday, Jan. 11, 1915
Semi-annual Examinations
Thursday and Friday, Jan. 28, 29, 1915
First Semester Ends——Friday, Jan. 29, 1915

SECOND SEMESTER.

Second Semester Opens——Tuesday, Feb. 2, 1915
Enrollment and Classification——Tuesday, Feb. 2, 1915
Celebration of Washington's Birthday and
Oratorical Contest, Tuesday, Feb. 22, 1915
Oratorical Contest for the Pieratt and
Whitlock Medal, Friday, April 9, 1915
Students' Recital School of Music——Monday, April 12, 1915
Baccalaureate Sermon——Sunday, May 30, 1915
Oratorical Contest——Monday p. m., May 31, 1915
Art Reception——Tuesday Afternoon, 2-5, June 1, 1915
Commencement, University High School
Tuesday p. m., June 1, 1915
Field Day Exercises, Wednesday Afternoon, 2-5, June 2, 1915
Commencement, School of Fine Arts
Wednesday p. m., June 2, 1915
Senior Class Exercises——Thursday a. m., June 3, 1915
Alumni Luncheon——Thursday 12 m., June 3, 1915
Commencement, College of Liberal Arts, and
College of the Bible, Thursday p. m., June 3, 1915

BOARD OF TRUSTEES

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FACULTY*

ELY V. ZOLLARS, A. M., LL. D., President, and Professor of Homiletics and Pastoral Theology.

A. B., Bethany College, 1875; A. M., ibid, 1877; LL. D., Hiram College; Student at Bethany, 1871-75; Graduate Student, Northwestern and Chicago Universities, 1901; Professor in Bethany College, 1875-77; President of Kentucky Classical College, 1877-84; President Garrard Female College, 1884-85; Pastor Springfield, Ill, Church of Christ, 1885-88; President Hiram College, 1888-02; President Texas Christian University, 1902-06; President Phillips University 1906——

OLIVER N. ROTH, A. M., Chancellor.

A. B., Transylvania University, 1904; Classical Diploma College of the Bible, Lexington, Ky., 1904; A. M., University of Kansas, 1913; Student, Transylvania University and College of the Bible, 1898-04; Graduate student, University of Kansas, 1912-13; Minister Church of Christ, Kansas City, Kans., 1904-05; ibid, Wichita, Kansas, 1906-09; Chancellor Phillips University, 1909——

FRANK H. MARSHALL, A. M., Ph. D., Dean, College of the Bible, Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; Ph. D., Texas Christian University, 1895; Student, Butler College, 1884-88; Graduate Student, ibid, 1889-91; Graduate Student, University of Chicago, Summer Sessions 1900 and 1913; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor Christian Church, Mankato, Minn., 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-06; Professor of Biblical Greek Language and Literature, Phillips University, 1907——.

*Arranged in groups, in order of seniority.

ARTHUR F. REITER, A. B., Dean, College of Liberal Arts, Professor of Chemistry and Physics.

A. B., Hiram College, 1905; Student Ohio Northern University, 1900-04; Tri-State College, 1891-99; Hiram College, 1904-05; Graduate Student University of Chicago, summers 1908,-10,-12; Principal Mt. Cory, O., High School 1896-98; Professor of English and Latin, Southern Illinois Christian College, 1909-00;Minister 1900-07; Instructor in English and Mathematics, Central Mennonite College, 1906-07; Professor of Chemistry and Physics Phillips University, 1907——

SAMUEL H. HORNE, A. B., Dean, School of Education, Professor of Philosophy and Education.

A. B., National Normal University, O., 1892; A. B,. University of Texas, 1907; Student University of Texas, 1894-95, and four subsequent summer terms; Graduate Student, University of Chicago, Summers 1912-13, and Spring and Summer, 1914; Professor of Mathematics and Languages, McKinney College, 1895-98; Principal of McKinney High School, 1898-01; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor in Phillips University, 1907——

GUY K. STANTON, A. M., Professor of Biological Sciences.

B. S. Hiram College, O., 1906; A. M. Bethany College, W. Va., 1909; Student Hiram College, 1902-06; Graduate Student Bethany College, 1908-09; Graduate Student University of Kansas Summer Sessions, 1910-11-12-13; Professor History and Political Science, Clarksburg College, Mo., 1906-08; Instructor in Education, West Virginia Normal, Summer Session 1909; Professor Biological Sciences Phillips University, 1909——

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

A. B., Phillips University, 1909; A. M. University of Kansas, 1913; Student Normal School, 1891-92; Student Phillips University, 1907-10; Graduate Student, University of Kansas, 1912-13; Instructor Public Schools of Missouri and Nebraska, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literatures, Phillips University, 1909-12, Professor, ibid, 1912——

ROY J. WOLFINGER, B. S., A. B., Professor of English Language and Literature.

B. S. Nickerson College, 1899; A. B., University of Oklahoma,1907; Graduate Student, University of Chicago, 1909-10, Summer 1911; Instructor, High Schools of Oklahoma 1900-02, and 1907-09 and 1910-11; Superintendent Hennessey City Schools, 1911-12; Acting Professor of English Phillips University, 1912-13; Professor, ibid, 1913——

CARL R. BROWN, A. M., Professor of Mathematics.

A. B., University of Kansas, 1911; A. M., ibid, 1912; Graduate Teaching Fellow, ibid, 1911-13; Professor of Mathematics Phillips University, 1913——

MAGDALENA STUKEY, A. M., Professor of Modern Languages and Literatures.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-01; Graduate Student, Summer Sessions, Harvard, 1903, Ohio State University, 1906, in Germany 1905, Berlin, 1910, University of Michigan, 1911-12; Instructor in high schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor of Modern Languages in Phillips University, 1913——

FRANK A. WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M., ibid, 1913; Student, Phillips University, 1909-12; Graduate student, ibid, 1912-13; ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914——

MAUDE WAITE MARSHALL, A. B., Principal of the University High School, Instructor in History and Biology.

A. B., Texas Christian University, 1901; Student Northwestern Christian College, Minnesota, 1893-95; Student Texas Christian University, 1899-02; Graduate Student University of Minnesota, Summer 1911; ibid, The University of Chicago, 1913; Teacher Minnesota Public Schools, 7 years. Instructor, Northwestern Christian College, 2 years; Missionary, Tokyo, Japan, 1897-99; Instructor, Phillips University 1907——

WILLIAM L. E. SHANE, A. B., Instructor in Mathematics and Education.

A. B., Phillips University, 1909; Graduate, Massey's Business College, Houston, Texas, 1901; Student Texas Christian University, 1903-06; ibid, Phillips University, 1907-09; Minister, Kingman, Kansas, 1910-12; Instructor, Phillips University, 1912——

JOHN C. LAPPIN, A. B., Instructor in English.

A. B., Phillips University, 1913; Student, Eureka College, 1898-02; Student, Phillips University, 1910-13; Instructor, Phillips University, 1913——

UNA JONES, Ph. B., Instructor in Latin and German.

Ph. B., The University of Chicago, 1908; Student, Carson-Newman College, 1901-03; ibid, University of Tennessee, 1906-07; ibid, The University of Chicago, 1907-08; Graduate student, ibid, summer, 1913; Instructor and principal in high schools, Minnesota and Oregon, 1909-13; Instructor, Phillips University, 1913——

REIN DYKSTERHUIS, Professor of Music; Violin.

Student, Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp, 1893-98; Student Antwerp Royal Conservatory, under Prof. Marien, 1890-93; under Prof. Hennen, and Assistant Teacher of Violin, 1893-95; Student Brussels Conservatory, 1898; First Violin Symphony Orchestra, of Cincinnati, 1899-04; Member of Marien String Quartette of Cincinnati, 1900-01; Professor of Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1906——

JUSTIN LEROY HARRIS, Dean, College of Fine Arts, Professor of Music; Voice, Composition and Theory.

Graduate, Illinois Wesleyan College of Music, Voice and Theory, 1901; Student, Grand Prairie Seminary; 1894-98; Student in Voice under Mme. Irene Funk, Henry Willis Newton, Adeline Rowley Queley, William Beard, Arthur Bassett; Student in Composition under Arthur Olaf Anderson; 1898-03; Teacher and Dean, Paxton College of Music, 1903-05; Teacher and Director, Litta Conservatory of Music, Bloomington, Ill., 1905-08; Teacher, Concert Artist and Impressario, Chicago, 1908-10; Private Teacher and President Institute of Musical Art, Enid, Okla., 1910-13; Dean of the College of Fine Arts, Phillips University, 1913——

RAFAEL NAVAS, Professor of Music; Piano and Theory.

Graduate, Paris Conservatoire, 1900; Graduate, M. A., National Conservatory of Madrid, 1897; Student, Godowski, Berlin 1900-02; Student, Leschetizki, Vienna, 1902-03. Student, Theory, Max Reger, Theodore Du Bois, Gabrielle Pierne, 1897-03; Teacher, Paris, 1903-07; Teacher New York, 1907-09; Teacher Wichita, Kans., 1909-12; Teacher, Institute of Musical Art, 1912-13, Professor of Music, Phillips University, 1913——

LUCIE W. HARRIS, Professor of Music; Piano.

Cincinnati Conservatory of Music; Theodore Bollman, Berlin; Edwin Farmer, New York; Professor of Music, Institute of Musical Art, 1912-13; Professor of Music, Phillips University, 1913——

LILLIAN J. FLEMING, Professor of Music; Organ, Piano and Theory.

Graduate School of Music, Upper Iowa University, 1905; ibid, Northwestern University, 1909; Student in Organ with P. C. Lutkin, ibid, Piano, with Arne Oldberg; Organist Manchester, Iowa, and Enid, Okla.; Studio work, Manchester, Iowa; Professor of Music, Phillips University 1910-11; ibid, Marshalltown College, 1911-13; ibid, Phillips University, 1913——

GEORGE A. BROWN, Professor of Oratory and Expression.

Graduate, Kansas State Normal, 1902; Special student in Oratory and Expression; Superintendent City Schools, 1902-07; Lyceum Reader and Lecturer, 1907-08; Teacher of Expression, eight teachers' institutes; Superintendent, and Instructor in Reading and Oratory, Wabaunsee Co. High School, Kansas, 1909-13; Professor of Expression and Oratory, Phillips University, 1913——

CLAUDE R. NEWCOMB, Professor of Music; Voice.

Graduate, Knox Conservatory of Music, Galesburg, Ill.; Student, Knox Conservatory 1907-12; ibid, under Thomas Mac Burney, 1912; Instructor in voice, Knox Conservatory, 1911-12; ibid, Marshalltown School of Fine Arts, 1913-14; Professor of Music, Phillips University, 1914——

MIRON E. SPARKS, Professor of Music; Piano.

Student, Simpson Conservatory, 1900-05; Pupil with Leschetizky's Chicago representatives, 1905 and 11; Assistant to Jeanette Durno, Chicago, 1906-07; Instructor, Marshalltown, Iowa, 1912-14.

MAURINE FRANTZ, Instructor in Art.

Student, Phillips University, 1909-10; ibid, Maryland College for Women, 1910-11; Student in Art, under Bertha Baugher, Baltimore, 1910-11; ibid, under C. N. Landon, Cleveland, 1911-12; ibid, Art Institute of Chicago, 1912-13; Instructor in Art, Phillips University, 1913——

INA LOGAN, Instructor in Music; Piano.

Teacher's Diploma in Piano, Phillips University, 1912; Artist's Diploma, ibid, 1914; Student, Caruther's School, Chicago, summer, 1914; Private teacher, 1910-14; Instructor, Phillips University, 1914——

***----------Instructor in Domestic Science.**

TRUMAN A. COPAS, Physical Director.

Graduate, Warrensburg, Mo., State Normal; Practical experience in Track and Gymnasium work; Physical Director, Phillips University, 1913——

* To be filled.

JAMES E. GEORGE, Principal of the Business College.

Kossuth, (Miss.) High School, 1900; Private Business Course, 1900-01, Corinth, Miss.; Bookkeeper, Mercantile Establishment, 1901-04; Teacher in Enid Normal and Business College, 1905-06; Proprietor, and General Superintendent Enid Business College, 1906-13; Principal, Phillips Business College, 1913——

PHILLIP G. SIMON, M. Accts.; Instructor in Commercial Department.

Graduate of Salina Normal University, Salina, Kans.; Salina Business College; Kansas Wesleyan Business College; M. Accts. ibid, Graduate Kansas Wesleyan School of Penmanship; Teacher public schools of Kansas, eight years; Superintendent, Northwestern Business College and Normal School, Beatrice, Nebraska, seven years; Principal, New Era Business College, Superior, Wis., seven years; Bookkeeper, and Assistant Cashier of Bank, Palmer, Kansas; Teacher, Enid Business College; Teacher, Phillips Business College, 1913——

EDNA J. BATTERTON, Instructor in Shorthand.

Graduate, Henrietta, (Texas) High School, 1894; Private Normal, 1894; Instructor, public schools of Enid, 1895-03; Student, Dillenbeck School of Oratory, Kansas City, Mo., 1904; Graduate, Enid Business College, 1913; Teacher Shorthand Department, ibid, 1912; Teacher, Phillips Business College, 1913——

RUBY NICHOLS, Instructor in Telegraphy.

Student, Parsons, Kan., High School, 1886; Helm finishing Academy for Young Ladies, 1886-87; Trueblood's School of Oratory, 1887-88; Baker University, 1888-89; Student in Telegraphy in Despatcher's Office, Parsons, Kans., M. K. & T. Ry. 1889; Commercial work on Kansas City Times and Star; Teacher of Telegraphy in Kansas City, B. U., 1889-90; Operator and Agent on the M. K. & T. Ry., 1890-96; Teacher Enid Business College, 1911; Teacher, Phillips Business College, 1913——

DARTHULA DUEL, Instructor, Training School for Nurses.

Graduate, University, Hospital and Training School, Enid; Nurse, ibid, 1910-13; Superintendent of Hospital, and Instructor, ibid, 1913——

ANNA MAY LINDELL, Instructor, Training School for Nurses.

Graduate, University Hospital and Training School Enid; Nurse, ibid, 1909-13; Instructor, ibid, 1913——

EXECUTIVE AND OTHER OFFICERS

OLIVER N. ROTH, A. M.,----------Chancellor

ELY V. ZOLLARS, LL. D.,----------President

TARLETON T. ROBERTS, (Graduate, College of the Bible). Educational Secretary

FRANCES E. McGARVEY, A. B.,----------Dean of Women

NELLE F. HORNE, A. B.,----------Librarian

IVY B. ROTH----------Registrar

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.

The Deans and Principals.

Library.

Mrs. Horne, Chairman — G. K. Stanton
Roy Wolfinger — C. C. Taylor

Literary Societies.

Roy Wolfinger, Chairman — F. A. Wellman, — G. A. Brown

Public Entertainments and Social Functions.

Chancellor Roth, Chairman — Mrs. McGarvey
S. H. Horne

Debate.

C. C. Taylor, Chairman — G. A. Brown
W. L. Shane

Catalog.

F. H. Marshall, Chairman — The Deans and Principals

Discipline.

Chancellor Roth, Chairman — Mrs. McGarvey
G. K. Stanton — S. H. Horne
C. C. Taylor

Chapel.

Chancellor Roth, Chairman — Miss Fleming
R. Dyksterhuis

Athletics.

Truman A. Copas, Chairman — C. C. Taylor

Phillips University

Historical Statement

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER.

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be non-sectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several schools that have already been established is a Bible School offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since The College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED.

The founders of Phillips University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw a need of Christian schools to neutralize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material condition and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS.

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location, being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS.

A deed to forty acres of ground has been delivered. Four buildings—Main Building, Fine Arts Building, Ladies Hall and Library have been erected. The new Gymnasium is being erected, and will be completed during the summer. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, have been installed at a cost of about $25,000. For full description of these buildings, see subsequent pages.

The first session closed May 31, 1906. The patronage and work of the year was most gratifying to the promoters and friends of the school. The seventh session is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. The various schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

CHANGE OF NAME.

Phillips University was originally chartered under the name Oklahoma Christian University. For various reasons. this name seemed objectionable. The field of the institution is not limited to Oklahoma. The students represent many states. The trustees and financial supporters are by no means confined to Oklahoma.

The authorities decided, after the most careful and prayerful deliberation, to give the university a name that would be general, thus avoiding the tendency to localize it and limit it to state lines.

The foundation of Oklahoma Christian University was made possible by the assistance rendered by T. W. Phillips, in the very beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education was the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, thus uniting two divisions, Oklahoma and Indian Territory, he said to President Zollars: "If you will go out into that new country and undertake the establishment of a school I will support you in the undertaking." One year's work he said will probably determine whether a school can be established or not, and if the results are satisfactory we will go forward with the enterprise. This offer on the part of Mr. Phillips met a hearty response from the people of the Southwest, and especially from broad-minded men who had been looking forward to the establishment of such a school, but who had been unable to undertake it largely for lack of funds. Mr. Phillips may therefore be regarded as the real founder of the institution. Until his death, he had a deep interest in the institution, and was greatly pleased with its rapid progress.

After his death, the trustees decided to name the institution in honor of Thomas W. Phillips. The consent of his family was given, and the change of name in the charter was

duly made. This change affects in no way the chartered obligation of the corporation, in respect to its original purpose, its alumni, or property.

THE FIELD OF THE UNIVERSITY.

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying on the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Phillips University is situated so as to serve the people of Colorado in

an admirable way. It needs the support of this vigorous young state, and in time will render it great assistance.

6. New Mexico and Arizona and other western states are rapidly developing. The great irrigation work which has already accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid waste of these desert states bud and blossom as the rose. Phillips University is situated so as to be of great benefit to these states whose future is so bright with promise and surely they will render no mean assistance to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Phillips University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—The Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building. In the basement, which is 10 feet in the clear, and 6 feet above grade, are held the recitations of

the High School; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; the President's office; the Chancellor's office; the Registrar's office; a registration room; 3 large recitation rooms and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; the prayer room; a cloak room and a toilet room. In the dormer story are the laboratories for Physics, Chemistry, Biology, and the laboratory for the use of the High School. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway stands the new Court House. Broadway is 110 feet wide, and is destined to be one of the best streets in the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building.

North of the main building about 35 feet distant, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin, and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building has been connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement, occupied with kitchen and accompanying rooms—pantry, dish room and store room, a large dining room with a seating capacity for 150 people at table, and two rooms for female servants. The basement story is 10 feet in the clear; 6 feet above grade, and above this there are two full stories but no dormer story. On the first floor there is a main hall 15 feet wide, running crosswise of building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms; two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide. covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are

sending their daughter from their protection necessarily feel a deep solitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends, they are trusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlasts the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

4.—New Library Building.

Through the beneficence of the Phillips family Phillips University now has a new library building, which cost approximately $25,000.

In the basement there are located sanitary closets, committee rooms and two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and

a reading room. The third story is occupied by two large literary halls, store rooms and committee rooms. The building is of a beautiful architectural design, and fire proof in character. It is located thirty feet south of the main building, completing a central group of three buildings, Main Building, Fine Arts Building, and Library Building. The three are connected by corridors, presenting one continuous front of about three hundred feet.

The addition of the library building gives to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

We are happy to announce that arrangements have been completed for the erection of a new gymnasium and the building is well under way. It will be completed before the opening of the next school year in September. We believe we are safe in saying that it will be the best building of the kind in the state. It is 60x84 exclusive of the offices in front and in the basement it will be well supplied with lockers, shower baths, etc. It will have a running track around the entire building and it will be amply supplied with modern equipment.

The college provides a competent Physical Director and with the addition of our new gymnasium our young people will have every advantage for physical development. In addition to the physical training furnished in the gymnasium field sports are amply provided for in the form of football, basketball and baseball.

THE SCOPE OF THE WORK.

Phillips University embraces the following colleges and schools:

I. The College of Liberal Arts.

II. The College of the Bible.

III. The School of Education.
IV. The High School.
V. The College of Business.
VI. The College of Fine Arts, including Music, Oratory and Art.
VII. The University Hospital and Nurses Training School.

THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is pre-eminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensable part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for classroom work. Even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction, the library is indispensable. We have installed a good working library. We have placed about four thousand volumes of well selected books on our shelves as a start for a library and we expect to add several hundred volumes each year.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes, classified, catalogued and accessioned, according to modern methods may better deserve

the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Phillips University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and catalogued according to the "Dewey System"; this together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

All students will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and serials which students can use whenever they have spare moments.

2.—The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided four laboratories—Chemical, Biological, Botanical, and Physical. We have already expended thousands of dollars, and, as a matter of course, we will add to this equipment year by year.

College of Liberal Arts

College of Liberal Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President.

ARTHUR F. REITER, A. B., Dean, Professor of Chemistry and Physics.

FRANK H. MARSHALL, A. M., Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. B., Professor of Philosophy and Education.

GUY K. STANTON, A. M., Professor of Biology.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

ROY J. WOLFINGER, A. B., Professor of English Language and Literature.

CARL R. BROWN, A. M., Professor of Mathematics and Astronomy.

MAGDALENA STUKEY, A. M., Professor of Modern Languages and Literatures.

FRANK A. WELLMAN, A. M., Professor of History and Political Science.

TRUMAN A. COPAS, Instructor in Physical Training.

COLLEGE OF LIBERAL ARTS.

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other schools, but this, in the very nature of the case, must be preceeded by disciplinary study in order that it may be done with greatest profit. Students are urged to take as much of this work as possible as a basis for all professional studies. The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as possible the methods of the best universities. The complete college course should be taken if it can be done.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them. Conformity to the standards adopted by the North Central Association of Colleges and Secondary Schools has been sought on all points.

Entrance Requirements.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in a good High School, or the equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units.

1. **English**_____**3 units**
   This must include (a) Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.
2. **Mathematics**_____**2 units**
   Including (a) Algebra, 1 unit; (b) Plane Geometry, 1 unit.
3. **Foreign Language**_____**2 units**
   These units must be offered in one language. They may be offered in Latin, Greek, German French or Spanish.
4. **Science**_____**1 unit**
   This unit must be selected from the following: Botany, Zoology, (a combination of Botany and Zoology may be offered), Physics and Chemistry.
5. **History**_____**1 unit**
   One unit of the following must be offered; Ancient History, Modern History, English History, American History, (one half unit each of American History and Government may be offered).
6. **Electives**_____**6 units**
   These electives are described in detail below.

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represent the work done during the four years' study in a first class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note—Students lacking one unit may enter the freshman class of the college, conditioned on making up the deficit during the first year.

Graduates of Approved High Schools.

Students with diplomas from approved high schools are admitted to the freshman year of the College of Arts. Each individual unit, however, must be standardized, and wherever a shortage occurs, it must be made good. The College of Liberal Arts accepts as its list of accredited high schools the lists of the state inspectors.

Description of Entrance Units.

1. English. Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissible are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry).

3 Latin. Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition, (c) Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Three units. (a) Elementary Greek. Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or

four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) Elements of Grammar, and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French. Two units of Spanish may be offered in the absence of French.

7. Natural Science. Six units.

(a) Physiography. One unit or one-half unit. Note books, maps, required. This unit may include Geology, one-half unit.

(b) Physics. One unit. Recitation and experimental work in laboratory. Note book required.

(c) Chemistry. One unit. Text book, and laboratory work. Note book required.

(d) Botany. One unit. Text book, laboratory work, note book and field excursions. One-half unit may be offered.

(e) Zoology. One unit. Text book, laboratory work and field excursions. One-half unit may be offered.

(f) Physiology. One unit. Text book, drawing and laboratory methods. One-half unit may be offered.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit, if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week, devoted to recitations, and two double periods per week spent in laboratory work.

8. History. Four units. One unit required.

(a) Ancient History. One unit. Text book, outlines, drawings of maps, etc. At least 200 pages of assigned reading. Should be given in first or second year of the high school.

(b) Modern History. One unit. Text book, outlines, etc. At least 300 pages of assigned reading. Should be taken immediately following the year of ancient history.

(c) English History. One unit. Standard text and at least 300 pages of assigned reading.

(d) American History. One or one-half unit.

(e) American Government. One half unit. (d) and (e) should be taken in the third or fourth year high school, and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Three units may be offered. (a) Agriculture, one or one-half unit. (b) Domestic Science, one or one-half unit. (c) Commercial Geography, one-half unit (d) Commercial law, one-half unit. (e) Drawing one or one-half unit. (f) Bookkeeping one unit. (g) Commercial Arithmetic, one-half unit. (h) Psychology, one-half unit. (i) Pedagogy, one-half unit. (j) Typewriting and Stenography two units. Only two units may be offered in Commercial subjects. (k) Manual Training, one unit.

WORK REQUIRED FOR THE DEGREE BACHELOR OF ARTS.

I. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the high school, along general lines.

Required of all Students:

1. Rhetoric. All students are required to take this subject in the freshman year. 5 hours.

2. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

Group Requirements.

Every student is required to do work in two out of three departments in each of Groups **I, II,** and **III.**

I. Language
1. English Language, 5 hours.
2. Ancient Languages, 6 hours, 8 hours if beginning a language.
3. Modern Language, 6 hours, 10 hours if beginning a language.

II. Science
1. Mathematics, 5 hours.
2. Physical Sciences, 5 or 6 hours.
3. Biological Sciences, 5 or 6 hours.

III. History and Social Sciences.
1. History and Political Sciences, 6 hours.
2. Philosophy and Education, 6 hours.
3. Biblical History and Literature, 6 hours.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, in addition to the group requirement in this department.

2. Minor Subject. Also, the student must elect a department for his Minor subject, and complete a minimum of twelve (12) hours, of which at least eight (8) hours must be advanced courses.

The subjects of the Major and Minor must be chosen with the advice and consent of the professors in charge.

III. FREE ELECTIVES.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, or credits, in order to obtain the degree Bachelor of Arts.

Definition of Credit.

A college credit represents one full hour period of recitation each week for one semester. A student reciting creditably 16 hours per week for 4 years would do the prescribed amount of work.

WORK REQUIRED FOR THE DEGREE MASTER OF ARTS.

I. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work, for at least two semesters.

II. He must do work amounting to at least 30 credits. Some of his subjects may be chosen from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee. The theme for the Thesis must be presented and approved not later than Oct. 15. The Thesis must be completed not later than May 1.

IV. The candidate must pursue his graduate studies along the lines of the major and minor subjects of the undergraduate work.

Courses of Instruction

BIOLOGICAL SCIENCES.

Professor Stanton.

The purpose of this department is to give a working knowledge and understanding of the subject matter of each course. Students majoring in Biology should arrange their work soon after entering college.

Laboratories. The biological laboratories, located upon the fourth floor of the main building, are well lighted and commodious, making them exceptionally well fitted for dissecting and microscopic work. The laboratories are equipped with compound microscopes, dissecting microscopes, low power magnifiers, dissecting sets, human skeleton, Philtz life size manikin, set of 28 Bock-Steger's anatomical models, mounted cell and tissue slides and dissecting material.

I. BIOLOGY.

1. General Zoology. A general survey of the field of zoology with reference to classification, relationship, distribution, ecology, life history and the bearing of biological problems on human progress. The laboratory work consists of a study of type specimens. Two recitations and three laboratory periods a week. Occasionally Saturday afternoon will be devoted to field work.

Text, Hegner's College Zoology. First semester, 5 hours.

2. Vertebrate Zoology. A detailed study of the vertebrates, designed especially for students preparing for the study of medicine or those specializing in biology. The laboratory work consists of a careful dissection and study of type specimens of the vertebrates. Two recitations and three laboratory periods a week.

Text, Parker and Haswell's Text-book of Zoology, Vol. II.
Second semester, 5 hours.

3. General Entomology. This course includes a general survey of the morphology, distribution and behavior of the orders of insects. The work in the laboratory consists of a morphological study of types, followed by a comparison of each type studied with closely allied forms. A series of lectures and assigned readings accompany the laboratory work.

Text, Folsom's Entomology.

(1915-16) Second semester, 5 hours.

4. Human Physiology. An advanced course covering the study of fundamental physiological actions, differentiation of tissues, skeleton, blood, cartilage, motor organs, alimentary canal and urogenital organs. Excellent course for students preparing to study medicine. Three recitations and two laboratory periods a week.

Text, Martin's Human Body. First semester, 5 hours.

5. Sanitary Biology. A very practical course in the study of sanitary science as it concerns health and disease, infection and contagion, their dissemination and control. Students will investigate sanitary conditions in Enid and make a special study of our city sewerage system, the State Institute for the Feeble Minded and the University Hospital.

Second semester, 5 hours.

6. Ecology. An introduction to some of the most important questions of theoretical biology, such as the origin of species, structure of protoplasm, mechanism and vitalism, heredity, variation, mutation, etc. Work consists of lectures, discussions, library readings and numerous reports.

Text, Evolution and Animal Life by Jordan and Kellogg.

First semester, 3 hours.

7. Anthropology. The natural history of man. The antiquity of man. Man's physical, social and mental characteristics. Methods of obtaining food, shelter, and distribution over the earth. Evidences of Tertiary man. Relics of man found in the gravel drift, caves and mounds. The be-

ginnings of art and industry. The division of labor. The origin and development of language.

Second semester, 2 hours.

8. Advanced courses. Students with proper elementary training in biology may arrange for work in Cytology, Histology, Embryology or Protozoology to the amount of five credit hours in the subject chosen.

II. GEOLOGY.

1. General Geology. An introduction to the fundamental principles of geology, designed for students desiring the study as a part of a liberal education. Class room work will be supplemented with field excursions in order that the student may be placed in direct contact with geological problems. The history of the succession and distribution of the earth's crust as recorded by the fossil fauna and flora will be studied.

Text Chamberlin and Salisbury's College Geology.

First semester, 5 hours.

2. Physiography. A study of the development of land forms and of the agents which produce them. Special consideration is given to the life history and work of streams, to glaciers, the ocean, climate, etc. An excellent course for teachers. Text, Salisbury's Physiography.

(1914-15). Second semester, 5 hours.

3. Economic Geology. A general study of the metallic products of mine and quarry, considered from a scientific and a practical standpoint, including the nature, origin, amount, and geographic and geologic distribution of the same. Prerequisites, elementary chemistry and geology 1. Lectures, library work and recitation.

Text, Ries Economic Geology. Second semester, 5 hours.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey, as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D. Courses 1 and 2 will satisfy the requirement of Ancient Languages in Group I. Courses 9 and 10 will satisfy the requirement of Biblical Literature in Group III. These four courses may not count toward a major.

I. COURSES IN GREEK.

1. Elementary Greek. Study of Etymology, with daily drill in composition. First semester, 4 hours.

2. Elementary Greek. Completion of the study of the Paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar. First semester, 4 hours.

4. The Gospel of Luke and Apocalypse. Grammar continued. Second semester, 4 hours.

5. Acts of Apostles and Miscellaneous Epistles. Reference work in syntax. (Offered 1914-15). First semester, 3 hours.

6. The Septuagint. Translation from Kings, the Psalter, Isaiah, Wisdom of Jesus, and I Maccabees. Studies in the grammar and history of the Septuagint, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament. (Offered 1914-15). Second semester, 3 hours.

7. Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1914-15). Second semester, 2 hours.

8. The Pauline Epistles. Studies in syntax. (Offered 1913-14). First semester, 3 hours.

9. Patristic Greek. Translation of the Didache, Shepherd of Hermas, First Apology of Justin Martyr, Selected Epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, with general survey of Patristic Literature until Latin became the official language of the church.
(Offered 1913-14). Second semester, 3 hours.

II. COURSES IN ENGLISH.

10. The Gospels of Matthew and Mark. The Teachings of Jesus, and of the sects of the Jews.
First semester, 3 hours.

11. The Gospels of Luke and John.
Second semester, 3 hours.

12. Acts of Apostles. Survey of the Jewish Literature of the Greek and Roman periods.
(Offered 1914-15). First semester, 2 hours.

13. Pauline Epistles.
(Offered 1913-14). First semester, 2 hours.

14. Miscellaneous Epistles and the Apocalypse.
(Offered 1913-14). Second semester, 2 hours.

ENGLISH LANGUAGE AND LITERATURE.

Professor Wolfinger.

Courses in English propose:
1. To teach more efficient oral and written composition.
2. To study the history, forms and styles of English.
3. To prompt original thought and independent research.

1. College Rhetoric—Lectures on the principles of composition and allied subjects. Daily and fortnightly compositions, written and oral. Assigned readings and reports. Required of all students and a prerequisite for all other courses in English. Does not count for a major.
First semester, 3 hours.

2. College Rhetoric. Lectures on words, styles and kinds of composition. Daily and fortnightly papers, assigned readings and reports. English 2 is a continuation of English 1,

which it presupposes. Required of all candidates for A. B., but does not count for major.

Second semester, 2 hours.

3. Historical Grammar. An outline study of the development of the English Language. A history of vocabulary, processes, theories and practices of English Grammar. Excellent for teachers and others interested in language. Reading and compositions with notes.

First semester, 2 hours.

4. Short-Story. A course in the technique and composition of the short-story, fortnightly stories, assigned readings and oral compositions. English 1 required and English 2 recommended for preparation. Second semester, 3 hours.

5. American Poets. Not offered during 1914-15 because it alternates with English 3.

6. American Prose. Not offered during 1914-15 because it alternates with English 4.

7. Argumentation and Debate. A study of the principles of debate, accompanied by extensive practice. Assigned readings, lectures and daily briefs. First semester, 2 hours.

8. Mythology. A course aiming to explain the mythological references in the literature. Assigned readings, oral and written compositions. Recommended for Fine Art students, and others who are interested in poetry. If offered,

Second semester, 2 hours.

9. Novel. A series of lectures on the Technique and practice of novel writing; and a study of six great novelists. Much reading and composition. English 1 and English 2 required. First semester, 3 hours.

10. Essay. A series of lectures on the Technique and practice of essay writing; and a study of six great essayists. Much reading and composition. English 1 and English 2 required. Second semester, 3 hours.

11 and 12. English Poets. Not offered during 1914-1915 because it alternates with English 9 and English 10.

13. Tennyson-Browning. An intensive study of these two men, their times, works, styles and influences. Lectures,

assigned readings and compositions. Course presupposes English 1 and English 2, also English 11-12 or its equivalent. First semester, 2 hours.

14. Chaucer-Milton-Wordsworth—Continuation of English 13. Second semester, 2 hours.

15. Shakspere. Study and analysis of four major plays paying special attention to Shakespere's life, characterizations and dramatic art. Assigned readings, class recitations on plays, and compositions. Requisite at least two years of English. First semester, 3 hours.

16. English 15 continued. Second semester, 3 hours.

15a-16a Shakspere. A study and analysis of four minor plays paying special attention to the playhouse, the actors, the technique and history of the drama, and the relations between Shakespere and other dramatists. Not offered during 1914-15 because it alternates with English 15-16.

Note—All courses numbering 3 or above may count toward A. B. degree, and they may also count toward A. M. degree if the student desiring such credit will do extra assigned work in them.

HISTORY AND POLITICAL SCIENCE.

Prof. Wellman.

The student of history ought not to hold it sufficient that the mere event be held in view; he should endeavor to gain such knowledge and understanding of precedent facts, the event and the resultant effect, not alone upon the parties involved but upon the whole world as will give him a full grasp upon the meaning and import of the period under consideration. It is the purpose to engage in such pursuit of the various courses outlined as will tend to enable the student to read in the events of the past, lessons for the constantly changing future.

Either 1 and 2, or 3 and 4 will absolve the group requirements in history. If the student elects 1 and 2 to ab-

solve the group requirements, he may count all other courses as majors in history. Courses 1 and 2 are designed primarily for freshmen and sophomores, being fundamental and introductory to all other work in European history.

I. HISTORY.

1. Europe in the Middle Age. A study of European history from the inception of the barbarian invasions to the crusades. Feudalism, the Papacy and the Empire, the development of Institutions, the rise of the Monarchic states, and the Renaissance are some of the subjects of study.

The text-book will be supplemented by considerable collateral reading, written and oral quizzes, informal lectures, reports, outlines, and maps. A well kept note book will be required of every student. First semester, 3 hours.

2. Europe in the Middle Age. This course is a continuation of History 1, and covers the history of Europe from the Crusades to the close of the Mediaeval period. The method will be the same as in History 1.

Second semester, 3 hours.

3. Modern Europe. This course aims to give a general survey of European history from the close of the Mediaeval period to the French Revolution. The chief subjects studied will be the Reformation, the so-called Religious Wars, the Absolute Monarchies, etc. Prerequisite, history 1 and 2, or their equivalent. Text-book, lectures, quizzes, special reports and outlines, collateral reading, maps, and note-book.

First semester, 3 hours.

4. Modern Europe. This is a continuation of history 3, and covers the period of European history from the French Revolution to the present time. The method of instruction is the same as in History 3. Second semester, 3 hours.

5. The Italian Renaissance. This course has for its purpose a careful survey of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Middle Ages.

Omitted 1914-15 First semester, 2 hours.

6. The Protestant Reformation. An intensive study of the origin, progress, and political results of the great religious movement of the Sixteenth Century.

Omitted 1914-15. Second semester, 2 hours.

7. The Balance of Power. A study of some of the phases of European history in the Eighteenth Century. A text-book will be used, supplemented by occasional lectures, collateral reading, special reports, note-book work, and maps. Open only to advanced students. First semester, 2 hours.

8. The Revolutionary and Napoleonic Era. A study of the history of Europe, with special reference to France, from 1789 to 1815. Method of instruction is similar to that pursued in History 5. For advanced students.

Second semester, 2 hours.

9. Advanced History of Greece. A survey of the history of Greece to the death of Alexander the Great. For undergraduates and graduates. First semester, 2 hours.

10. Advanced History of Rome. A survey of the history of Rome from the earliest times to the fall of the Empire in the West. For undergraduates and graduates.

Second semester, 2 hours.

11. Mediaeval England. The aim of this course will be to study the rise and growth of economic, social, and political institutions in England from early times to the opening of the Tudor period. Text-book, informal lectures, collateral reading, reports, outlines, maps.

Omitted 1914-15. First semester, 2 hours.

12. Modern England. This is the second half of a general course in English, covering the period 1485 to the present. The method of instruction is the same as in history 11.

Omitted 1914-15. Second semester, 2 hours.

13. Constitutional History of the United States. This course will aim to study the origin and development of American institutions, constitutional and extra-constitutional, federal and state. First semester, 2 hours.

14. Constitutional History of the United States. This is a continuation of Course 13, and will follow the same general trend of investigation. Second semester, 2 hours.

15. Political History of the United States. An intensive study of the United States embracing the period from the American Revolution to the end of Jackson's administration. Text-book, informal lectures, assigned readings, note-book work, maps.

Omitted 1914-15. First semester, 2 hours.

16. Political History of the United States. A continuation of History 15, studying the period from Jackson to the present. Emphasis will be laid on the slavery agitation leading up to the civil war, and the reconstruction after the war. The method will be the same as in history 15.

Omitted 1914-15. Second semester, 2 hours.

17. Contemporaneous Old Testament History (not Biblical). The purpose of this course is to follow the rise and development of ancient nations, with special reference to their influence upon the Hebrews.

18. History of New Testament Times (not Biblical. A study of the Alexandrian conquest of Syria and Palestine and the Maccabean Revolt followed by the dominance of Rome in the Orient.

Omitted 1914-15. Second semester, 2 hours.

19. Church History. A careful study of the development of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students. First semester, 2 hours.

20. Continuing 19 and including a study of modern religious movements. Second semester, 2 hours.

II. POLITICAL SCIENCE.

1 and 2. Principles of Political Science. Deals with the fundamental principals of political science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law, rights and citizenship. For advanced students.

First and second semester, 2 hours.

3 and 4. American Government. A systematic study of the development and structure of American government,

national, state and local with emphasis upon actual workings.
Omitted 1914-15. First and second semester, 2 hours.

MATHEMATICS.

Professor Carl Brown.

1. College Algebra. A rapid review of elementary algebra followed by work in variation, series, binomial theorem, logarithms, graphs, and elementary theory of equations leading to Horner's method of approximation.

First semester, 3 hours.

2. Plane Trigonometry. Definition and applications of the six trigonometric functions. Solution of right triangles, trigonometric equations, and oblique triangles. Should be taken with course 1, although this is not absolutely necessary if the student's preparation is unusually good.

First semester, 2 hours.

3. Differential Calculus. Deduction of the principle formulae for differentiation, applications of the derivitave to mechanics and geometry, successive differentiation, maxima and minima. Must be preceded by courses 1 and 2.

Second semester, 3 hours.

4. Analytic Geometry I. Cartesian and Polar coordinates. The point and the straight line and their properties. Should be taken in conjunction with course 3.

Second semester, 2 hours.

5. Integral Calculus. Integration defined as the inverse of differentiation, and as the process of taking the limit of a sum. Indefinite and definite integrals. Areas, volumes and lengths. Prerequisites: courses 1 to 4.

First semester, 3 hours.

6. Analytic Geometry II. Conic sections and their properties. Higher plane curves. Should be taken with course 5. Prerequisite: course 4.

First semester 2 hours.

7. Calculus III. Further training in the use of the definite integral in the sense of a limit of a sum. Applica-

tion to surfaces and volumes. Prerequisites: courses 1 to 6. Second semester, 3 hours.

8. Analytic Geometry III. Analytic geometry of solids. Must be preceded by course 6. Second semester, 2 hours.

9. Analytic Mechanics. A course in the application of the integral to problems of motion. Stresses, centers of gravity moments of inertia, and the general theory of rectilinear and curvilenear motion in space. Should be preceded by courses 1 to 6. Second semester, 3 hours.

10. Differential Equations. Ordinary differential equations. Integration in series. Partial differential equations. Applications to geometry and physics. Prerequisites, courses 1 to 6. (Offered 1915-16). Second semester, 2 hours.

11. Higher Algebra. Development of the number system of algebra. Definition of irrational number. Fundamental theorems on limits. Convergence of power series, infinite series, binomial, exponental, logarithmic series. Infinite products. Solution of cubic and biquadratic equations. Theory of equations. Prerequ sites courses 1 to 6. First semester, 3 hours.

12. Advanced Calculus. Elliptic integrals and applications to geometry and physics. Must be preceded by course 7. (Offered 1915-16). First semester, 2 hours.

13. Descriptive Astronomy. An elementary course using Moulton's Introduction to Astronomy as text. A story of the principal constellations. Open to all students. First semester, 3 hours.

14. Plane Surveying. Engineers' instruments and their adjustment. Methods of marking and platting ground. Topographical surveying. Leveling. Field practice once a week. Must be preceded by courses 1 and 2. Second semester, 3 hours.

Courses 1 to 6 count for undergraduate credit only. Courses 7 to 12 are open to undergraduates, but may be also offered for graduate credit.

MODERN LANGUAGES.

Professor Stukey.

I. GERMAN.

To know about Germany and the Germans, to know their language and literature, is our aim. German is made the language of the class room as much as practicable.

Germania and **Der deutsche Sprachverein** give regular programs consisting of songs, declamations, dialogues, music and games.

Aus Nah und Fern is used in all classes for supplementary reading.

The first year German aims to give the student correct pronunciation, ability to read easy German at sight, a practical knowledge of the principles of the language, and information about Germany and the Germans.

Second year German will continue the grammar review, composition, and conversation, based on Savory's Drei Wachen in Deutschland.

Courses 1 and 2, or two years of high school German prerequisite for courses 3-6. 6 additional hours prerequisite for courses 7-10.

1. Elementary German. Such a book as Savory's Das erste Jahr des Deutschen Unterricht, or Walther and Krause's Beginners' German will be the class text. The Till Eulenspiegel stories will be read as soon as the class is ready to read them with pleasure. Proverbs, quotations, and poems will be memorized. First semester, 5 hours.

2. Elementary German. Grammar, composition, and conversation, continued. The reading will be selected from Storm, Gerstaerker, Seidel, Benedix, and Wildenbruch. Proverbs, quotations and poems will be committed. Second semester, 5 hours.

3. The Drama and the Novel. Grillparzer's Libussa will be studied, and Schiller's Der Neffe als Onkel will be read. 1914-15. First semester, 3 hours.

4. Lessing and his works. Minna von Barnhelm and Emilia Galotti, or Nathan der Weise will be read intensively. Reports will be made from some of his other works.
1914-15. Second semester, 3 hours.

5. The Drama and the Novel. Freytag's Die Journalisten will be studied, and Sudermann's Frau Sorge will be read.
1915-16. First semester, 3 hours.

6. Schiller and his works. The selections for reading will be made from the following: Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans, and Das Lied von der Glocke.
1915-16. Second semester, 3 hours.

7. Goethe. The study of Goethe's works, except Faust, will be based on Bernhardt's Meisterwerke. Grimm's Life and Times of Goethe will serve as a basis for reports.
1915-16. First semester, 2 hours.

8. Goethe. Selections from Faust, Parts I and II will be studied. Taylor's Translation of Faust will be used as a reference. 1915-16. Second semester, 2 hours.

9. History of German Literature. Stroebe and Whitney's Geschichte der Deutschen Literatur will be used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports from Thomas' Anthology will be made.
1914-15. First semester, 2 hours.

10. History of German Literature, continued. Especial attention will be given to the Romantic Movement and the succeeding great movements. Illustrative works will be read and reports made.
1914-15. Second semester, 2 hours.

II. FRENCH.

The following courses are so planned as to give the students a reading knowledge of French, acquaintance with the life of the people and ability to use the language correctly. "Choses et Autres" is used for rapid reading.

First year—The aims of the elementary courses are correct pronounciation, a certain degree of ease in reading and

translation, and a knowledge of the elements of French grammar.

1. Fraser and Squair's Shorter French Course. Snow and Leben's Easy French; Guerber's Contes et Legendes; or some other text of similar grade will be used to supplement the grammar work. First semester, 5 hours.

2. Fraser and Squair's Shorter French Course continued. Tolbot's Le Francais et Sa Patrie, or Bruno's Le Tour de la France will be read. Bacon's Une Semaine a Paris will be used for supplementary conversations.

Second semester, 5 hours

Second year—Kastner and Atkins' Short History of French Literature will be used throughout the second year for a general survey of the French Literature and its authors. Fontaine's Livre de Lecture et de Conversation will form the basis for grammar review, composition and conversation.

3. Modern Writers. The reading will be selected from the following. About's Roi des Montagnes, Daudet's Trois Contes Choisis, Maupassant's Huit Contes Choisis, and Halevy's L'Abbe' Constantin.

1914-15. First semester, 3 hours.

4. Victor Hugo's Life and Writings. The romantic drama, Hernani, and the romance, Les Miserables, will be studied. An abridged edition of the latter will be used.

1914-15. Second semester, 3 hours.

5. Prose and Poetry. An intensive study of one of the following will be supplemented by several of the others read more hastily; Dumas' Trois Mousquetaires, Labiche and Martin's Poudre aux Yeux, Merimee's Colomba, and Sand's La Mare au Diable.

1915-16. First semester, 3 hours.

6. The Classic Period in French Literature. The readings will be selected from Corneille's Cid; Racine's Esther or Athalie and Moliere's L'Avare, Les Precieuses Ridicules, or Le Malade Imaginaire.

1915-16. Second semester, 3 hours.

PHILOSOPHY AND EDUCATION.

Professor Horne.

Some of the courses described below will be offered in alternate years.

I. PHILOSOPHY.

1. History of Philosophy. This course will have for its aims, (a) the introduction of the student to the philosophic point of view; (2) a survey of the history of Greek thought; (3) a study of the philosophic thought of the Mediaeval Period; (4) and the transition to the Modern Era.
First semester, 3 hours.

2. History of Philosophy. A continuation of course 1, giving a survey of the philosophy from the fifteen century to the present. Second semester, 3 hours.

3. Psychology. This is a course in general Psychology, including a study of the mechanism of the nervous system.
First semester, 3 hours.

4. Experimental Psychology. This course is designed to afford the student some practical training in the laboratory method in psychological research. The time of class will be about equally divided between the recitation and work in the Psychological laboratory. Second semester, 4 hours.

5. Logic. An introductory course in the general form and method of thought and of scientific procedure.
First semester, 3 hours.

6. Aesthetics. An introductory course in the history and theory of Aesthetics. Analysis of the two general aspects of the subject will be made, viz. (a) appreciation, and (b) artistic production, and the psychological origin of their leading categories will be studied.
Second semester, 3 hours.

7. Ethics. A study of the origin of ideas, the ground of the good the nature of duty and its various social relations.
First semester, 3 hours.

8. Metaphysics of Religion. A study of the attempt (a) to explain religion through nature and man; and (b) to construe Christianity through religion.
Second semester, 3 hours.

9. Seminar. Thought and Reality. A study of modern logical metaphysics. First semester, 2 hours.

10. Seminar. Social Psychology.
Second semester, 2 hours.

II. EDUCATION.

1. History of Education. A general survey of the whole field from ancient to modern times; including the main features of Oriental, Greek, Roman, Early Christian, Mediaeval Renaissance, and Modern Education.
First semester, 5 hours.

2. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, and psychological bearings. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imagination, and the aesthetic nature.
Second semester, 5 hours.

3. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught.
Second semester, 4 hours.

4. Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are: Physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, perception.
First semester, 4 hours.

5. Adolescence. An investigation of the characteristics of Adolescence in regard to the physical, intellectual and emotional nature, and the educative activities suited to the adolescent periods. Second semester, 3 hour.s

6. Organization and Administration of School Systems. Second semester, 3 hours.

7. Seminar: Technique of Teaching. A study of the principles underlying classroom instruction. First semester, 2 hours.

8. Seminar: Current Educational Problems. Lectures and reports on topics discussed in current literature. Second semester, 2 hours.

PHYSICAL SCIENCES.

Professor Reiter.

I. PHYSICS.

The physical laboratory has commodious, well lighted rooms on the fourth floor of the main building and is completely equipped with American and imported apparatus for the courses advertised below, as well as for some research work. A complete written report will be required of all laboratory experiments preformed.

1. Elementary Physics. Mechanics and heat. A non-mathematical course open to students not offering an entrance unit in physics. Two hours recitation and three hours laboratory work. First semester, 3 hours.

2. Elementary Physics. Magnetism, electricity and light. A continuation of course 1. Two hours recitation and three hours laboratory work. Second semester, 3 hours.

3. Elementary Laboratory Physics. All the laboratory work of courses one and two. A splendid course for teachers or for review. Either or both semesters. Three or six hours per week. Either semester, 2 hours.

***5. General Physics.** A more advanced course in mechanics and heat requiring a working knowledge of plane

trigonometry. May precede or follow course seven. First semester, 3 hours.

6. General Physics. A continuation of course five, in magnetism, electricity and light. May precede or follow course eight. Second semester, 3 hours.

7. Mechanics and Heat. A laboratory course in these subjects requiring a working acquaintance with trigonometry. Ten hours experimentation. First semester, 5 hours.

8. Magnetism, Electricity and Light. A laboratory course offered as in course seven. Ten hours laboratory work. Second semester, 5 hours.

10. Research Physics. Courses arranged after conference with student. Either or both semesters.

II. CHEMISTRY.

The chemical laboratory is conveniently located on the fourth floor of the main building, and is provided with individual desks, sinks, lockers, and apparatus to accommodate twenty-eight students working simultaneously. Each student is provided with gas, a bunsen burner, and a hood to carry away noxious gasses. The chemical storage room contains a liberal supply of glassware, graduates, mortars, chemicals, etc. A complete written report is required of all laboratory exercises.

1. Elementary Chemistry. A text and laboratory course in oxygen, hydrogen, water, the halogens, ionization, acids, bases and salts. This course is designed for those wishing a minimum introductory course in chemistry. Two hours text and three hours laboratory, requiring one hour a day for five days. First semester, 3 hours.

2. Elementary Chemistry. A course completing the previous one, studying the atmosphere and the metals. Two hours text and three hours laboratory as previous course. Second semester, 3 hours.

3. Inorganic Chemistry. Same as course one except the laboratory work which is far more extensive. Two hours text and six hours laboratory. First semester, 5 hours.

4. Inorganic Chemistry. Text work is the same as course two, but the laboratory exercises are more numerous. Two hours recitation and six hours laboratory.

Second semester, 5 hours.

5. Advanced Inorganic Chemistry. For students offering one unit entrance chemistry. Text matter is the same as course one, but the laboratory work is more advanced than course three. Two hours recitation and four hours laboratory. First semester, 4 hours.

6. Advanced Inorganic Chemistry. A continuation of course five. Two hours recitation and four hours advanced laboratory work. Second semester, 4 hours.

7. Qualitative Chemistry. An introductory course in the separation and detection of some common elements. One hour text or quiz and four hours laboratory.

First semester, 3 hours.

8. Qualitative Chemistry. A continuation of course seven. One hour recitation or quiz and four hours laboratory. Second semester, 3 hours.

***9. Quantitative Chemistry.** An introduction to quantitative chemistry by gravimetric, volumetric, and electrolytic methods. Prerequisite, courses seven and eight. One hour recitation or quiz and four hours laboratory.

First semester, 3 hours.

***10. Quantitative Chemistry.** A combination of course nine. One hour recitation or quiz and four hours laboratory.

Second semester, 3 hours.

* These courses are not offered in 1914-15.

PHYSICAL TRAINING.

Truman A. Copas, Instructor.

Gymnasium. The new gymnasium now being constructed will be completed before the opening of session, Sept. 1914. It is a large brick building, 86x64, thoroughly equipped with the latest and best apparatus. The instructor devotes his entire time to this department. Two hours work gives the student one hour credit, up to four credits. This amount is required of all students.

1. First year course for Men. Floor work, consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb bells, military, etc. Foot ball, basket ball, base ball or track work may be substituted for this course.

First semester, 2 hours.

2. Course 1 for Men continued.

Second semester, 2 hours.

3. First year course for Women. Drills, wand drills, marching, Indian clubs, dumb bells. Basket ball teams will be organized in these classes, also other indoor games will be played. First semester, 2 hours

4. Course 3 for Women continued.

Second semester, 2 hours.

5. Advanced course for Men. Advanced gymnasium work will be offered for those who have completed course 1 or 2. This offers more complicated work. Lectures will be given on different health problems.

First semester, 2 hours.

6. Advanced course for Men, continued.

Second semester, 2 hours.

7. Advanced course for Women. Advanced work in the gymnasium, for which course 3 or 4 is prerequisite. More complicated work will be done. Lectures on health problems, given by a lady assistant. First semester, 2 hours.

8. Advanced course for Women, continued.

Second semester, 2 hours.

SEMITIC LANGUAGES AND LITERATURES.

Professor Taylor.

I. COURSES IN LANGUAGE.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition.

First semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis.
Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verbs.
(Offered 1915-16). First semester, 4 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrews as revealed in the syntax.
(Offered 1915-16). Second semester, 4 hours.

5. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translation, versions, and languages of the Old Testament will be studied.
First semester, 2 hours.

II. COURSES IN ENGLISH.

6. Historical Literature of the Old Testament. The rise of the Hebrew nation, and its contact with contemporaneous nations. First semester, 3 hours.

7. Historical Literature of the Old Testament. Continuation of 7; a study of the Kingdom of Israel, its power, decline, and fall. Second semester, 3 hours.

8. The Prophetical Element of Hebrew Literature. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.
(Offered 1915-16). First semester, 3 hours.

9. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life, and their part in moulding the conduct of the people. (b) **The Psalter.** Classification of the Hebrew lyrics, and interpretation of the material.
(Offered 1915-16). Second semester, 3 hours.

10. The Legal Element of the Old Testament. This course comprises a study of Israel's codes of law, their classification, comparison with other Semitic laws, and a discussion of their influence upon the legal codes of subsequent times. (Offered 1915-16). First semester, 3 hours.

11. Hebrew Social Life. A study of the various elements that made up the Hebrew social life, such as religion, education, commerce, etc., and the influences they exert upon the individual, the family, the tribe, and the nation.

(Offered 1915-16). Second semester, 3 hours.

12. Ancient Semitic Records. This course comprises a study of the records of nations contemporary with Israel, especially the monuments of Egypt, Babylonia, and Assyria.

Second semester, 2 hours.

The College of the Bible

The College of the Bible

Faculty

ELY V. ZOLLARS, A. M., LL. D., President, and Professor of Homiletics and Pastoral Theology.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literatures.

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*SAMUEL H. HORNE, A. B., Professor of Religious Pedagogy and Philosophy of Religion.

*FRANK A. WELLMAN, A. M., Professor of Church History and Contemporaneous Biblical History.

†GEORGE A. BROWN, Professor of Public Speaking.

*Professor in College of Liberal Arts.

† Professor in College of Fine Arts.

The College of the Bible

Its Aims and Purposes.

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching and to equip young men thoroughly for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are afforded in Biblical and cognate languages, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Religious Pedagogy, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Phophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the School and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

Requirements for Admission.

To enter regularly for the courses leading to the degrees Master of Arts and Bachelor of Divinity, the student must

have the degree Bachelor of Arts from this institution, or from some other college or university of good standing.

I. REQUIREMENTS FOR THE DEGREE A. M.

1. The student must pursue advanced courses of study in the Bible College for at least nine months, in residence.

2. He must complete in a satisfactory manner courses amounting to 30 credits, or semester hours.

3. He must choose a Major subject, and offer at least 15 credits in that department.

4. He must present a Thesis, prepared under the supervision of the Major professor. The theme for the Thesis must be selected and approved not later than Oct. 15, and must be completed not later than May 1. The Thesis should require considerable research.

II. REQUIREMENTS FOR THE DEGREE B. D.

1. The degree of Bachelor of Divinity requires three years of advanced theological work, after receiving the degree Bachelor of Arts.

By special arrangements with the College of Liberal Arts, however, the student may elect one year's work from the Bible College for which he receives credit toward his A. B. degree. This leaves only two subsequent years' study in the Bible College in order to receive the degree B. D.

2. The student must offer 16 credits in advanced Biblical and Patristic Greek; 16 credits in Semitic Languages; 8 credits in Apologetics and Criticism, 8 credits in Christian Doctrine; 8 credits in Church History; 16 credits in Biblical Literature and History.

In case the student has completed certain of these required courses in the College of Liberal Arts, he must offer other subjects, elective, in their place.

3. The student must complete work amounting to 90 credits or semester hours.

4. He must present a Thesis, the preparation of which involves considerable research. The theme must be selected and approved not later than at the opening of the third year's work.

5. Of the three years' work required, at least one year, the third, must be spent in residence at this institution.

ELECTIVE BIBLE COURSE, WITH THE DEGREE Th. B.

Some who enter upon the work of preparation for the ministry late in life, with whom time is an object, feel that they cannot afford to complete the work for the degree A. B., before beginning their immediate preparation for the ministry. To suit the needs of such students, an outline of studies has been prepared as follows:

I. Entrance Requirements.

Graduation from an approved High School, or the equivalent. For details see Entrance Requirements, College of Liberal Arts.

II. Required of all Students.

1. In the College of Liberal Arts:

(a) Rhetoric (freshman year) 8 credits.

(b) Psychology (advanced) 4 credits.

(c) Logic, 4 credits.

(d) Semitic and Biblical Greek Languages, 24 credits.

In case the student's entrance requirements lack the necessary 2 units of a foreign language, he may offer as a substitute 16 additional credits in Semitic and Greek languages.

(e) Ethics, 4 credits.

2. In the Bible College:

(a) Apologetics, 4 credits.

3. Distribution of the Courses.

(a) 60 credits may be chosen from courses open to freshmen and sophomores, either in the College of Liberal Arts or in the Bible College.

(b) 60 credits must be chosen from courses open to juniors and seniors (advanced courses), either in the College of Liberal Arts or in the Bible College.

(c) 60 credits must be chosen from courses open to juniors and seniors (advanced courses), either in the College of Liberal Arts or in the Bible College.

4. The student must offer a total of 124 credits or semester hours to complete the Elective Bible course.

III. The Degree Bachelor of Theology.

For the completion of the Elective Bible Course, the degree Th. B., is given. This degree represents work equal in time, amount, and quality, to that required for the standard degree Bachelor of Arts. It differs from the degree A. B., only in the fact that it allows a more liberal election of Biblical subjects than is possible for the degree A. B.

Since, however, the Elective Bible Course is not a standardized curriculum, the student, who receives the degree Th. B., cannot make his work a basis for the advanced degrees of Master of Arts and Bachelor of Divinity. He must first complete the work required regularly for the degree A. B., before he can become a candidate for A. M., or B. D.

Definition of Credit.

A credit is one hour's recitation each week for a period of 18 weeks. A class reciting 4 hours each week for one semester would receive four credits.

Courses in Instruction

President Zollars.

I. HOMILETICS AND PASTORAL THEOLOGY.

1. Homiletics. This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor, thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others are reference books. First semester, 2 hours.

2. Sermon Outlines. Sermons, chiefly of an expository nature, are developed before the class and the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to principal divisions. The aim is not only to import hermeneutical knowledge but also to secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. First semester, 2 hours.

3. Pastoral Theology. It is the aim of this study to acquaint the student with the duties developing upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for which he ministers. It is as Hoppin and Vinet remark, "an art rather than a science." It aims to instruct the student in many of the practical duties he will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the Word. Text: Hoppin's Pastoral Theology and Gladden's Parish Problems. First semester, 2 hours.

II. THE GOSPEL IN PROMISE AND FULFILLMENT.

1. The Twofold Covenant with Abraham. The aim of this study is to lead up to the new covenant by tracing the fulfillment of God's promises to Abraham in the development of the fleshly and spiritual seeds. Text-book: The Abrahamic Promises Fulfilled,—Zollars.

Second semester, 2 hours.

2. First Principles. The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are treated, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the plea of the Disciples of Christ, and the Christian Creed. Text-books: The Great Salvation—Zollars; and The Commission Excuted.—Zollars. Second semester, 4 hours.

3. The New Testament Church. The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: Christian System by Alexander Campbell, and The Church of Christ, by a Layman, are used.

Second semester, 3 hours.

APOLOGETICS AND CRITICISM.

Professor Taylor (in charge.)

1. Christian Evidences. Students educated in a Christian college should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Text books: The King of Kings—Zollars, Divine Demonstration—Everest, and Bruce's Apologetics. First semester 3 hours.

2. The Higher Criticism. The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text books: The Higher Criticism—Green; The Authoriship of Deuteronomy—McGarvey. First semester, 3 hours.

3. (a) The Pentateuch. The work consists of a study of the books of the Pentateuch the aim being to discover the leading purpose of each book. The question of authorship and date will also be considered. The broad general divisions of the separate books will be pointed out. "Beginnings" as revealed in Genesis will be discussed. Text-book: The Word of Truth.—Zollars.

(b) Hebrew Prophecy. The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messeges of the prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book: Hebrew Prophecy.—Zollars. Second semester, 3 hours.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language pecu-

liar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. "Hellenistic proves a far shorter road than the classical grammar. It may fairly be claimed that there is much to be said for a method which, for men who have little time to spare and a great object to attain, reduces to a minimum the initial drudgery of language-learning, and in a few months enables them to read with profit greater books than Plato ever penned." (James Hope Moulton).

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1. Elementary Greek. Study of etymology, with daily drill in composition. First semester, 4 hours.

2. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar. First semester, 4 hours.

4. The Gospel of Luke, and Apocalypse. Grammar continued. Second semester, 4 hours.

5. Acts of Apostles and Miscellaneous Epistles. Reference work in syntax. (Offered 1914-15). First semester, 3 hours.

6. The Septuagint. Translations from Kings, The Psalter, Isaiah, Wisdom of Jesus, and I Maccabees. Studies

in the grammar and history of the Septuagint, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.

(Offered 1914-15). Second semester, 3 hours.

7. Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament.

(Offered 1914-15). Second semester, 2 hours.

8. The Pauline Epistles. Studies in syntax.

(Offered 1913-14). First semester, 3 hours.

9. Patristic Greek. Translation of the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, portions of the Parables of the Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church.

(Offered 1913-14). Second semester, 3 hours.

II. COURSES IN ENGLISH.

The purpose of the following courses is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: American Standard Revised Version of the Bible.

10. The Gospels of Matthew and Mark. The teachings of Jesus and of the sects of the Jews.

First semester, 3 hours.

11. The Gospels of Luke and John.
Second semester, 3 hours.

12. Acts of Apostles. Survey of the Jewish Literature of the Greek and Roman periods.

13. Pauline Epistles.
(Offered 1913-14). First semester, 3 hours.

14. Miscellaneous Epistles and the Apocalypse.
(Offered 1913-14). Second semester, 3 hours.

CHURCH HISTORY.

Professor Wellmann.

The student in church history must have as a preparation a thorough training in the history of Europe in the Middle Ages.

1. General Church History. From the establishment of the church to Luther. First semester, 2 hours.

2. General Church History. From Luther to the present time. Second semester, 2 hours.

3. Contemporaneous Old Testament History. The rise and development of ancient nations, with special reference to their influence upon the Hebrews.
(Offered 1915-16). First semester, 2 hours.

4. Contemporary History of New Testament Times. A study of the Alexandrian conquest of Syria and Palestine and the Maccabean Revolt, followed by the dominance of Rome in the Orient. The political changes in Palestine, during the first century.
(Offered 1915-16). Second semester, 2 hours.

PHILOSOPHY AND RELIGIOUS EDUCATION.

Professor Horne.

1. The Philosophy of the Christian Religion. A discussion of the attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion.
Second semester, 3 hours.

2. Ethics. A course in the principles of the various schools of ethical theorists. First semester, 3 hours.

3. The Pupil. A course comprising a study of the pupil, using as texts, Fundamentals of Child Study, by Kirkpatrick, and The Study of the Child, by Taylor.
First semester, 4 hours.

4. Adolescence. An investigation of the characteristics fo Adolescence in regard to the physical, intellectual and emotional nature, and the educative activities suited to the adolescent period. Second semester, 3 hours.

SEMITIC LANGUAGES AND LITERATURES.

Professor Taylor.

I. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary to the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Textbooks, William H. Harper's Method and Manual and Elements. First semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzsch's Hebrew Bible and Davis Lexicon. Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with

sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in Course 2.

(Offered 1915-16). First semester, 4 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-books, Harper's Elements of Hebrew Syntax.

(Offered 1915-16). Second semester, 4 hours.

5. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translations, versions, and languages of the Old Testament will be studied.

First semester, 2 hours.

II. COURSES IN ENGLISH.

8. Historical Literature of the Old Testament. The rise of the Hebrew nation and its contact with contemporaneous nations. First semester, 3 hours.

9. Historical Literature of the Old Testament. Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall. Second semester, 3 hours.

10. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.

(Offered 1915-16). First semester, 3 hours.

11. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people **(b) The Psalter.** Classification of the Hebrew lyrics, and interpretation of the material.

(Offered 1915-16). Second semester, 3 hours.

12. The Legal Element of the Old Testament. This course comprises a study of Israel's codes of law, their

classification, comparison with other semitic laws, and a discussion of their influence upon the legal codes of subsequent times.

(Offered 1915-16. First semester, 3 hours.

13. Hebrew Social Life. A study of the various elements that make up the Hebrew social life, such as religion, education, commerce, etc., and the influences they exert upon the individual, the family, the tribe, and the nation.

(Offered 1915-16). Second semester, 3 hours.

14. Ancient Semitic Records. This course comprises a study of the records of the nations contemporary with Israel, especially the monuments of Egypt, Babylonia, and Assyria.

Second semester, 2 hours.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible School, facilities are provided for the training of Church workers, pastoral helpers, singing evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given on completing the following curriculum.

Curriculum for Church Workers.

English Bible, New Testament	2
History of Teaching of the Disciples of Christ	2
Sacred Music and Choral Singing	2
Solo Singing	2
History and Missions	1
Bible School Pedagogy	4
Typewriting and Stenography	4

Each student is expected to take 16-18 hours per week, any may elect any of the above studies.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see articles on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunties for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

The Ministerial Association.

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is $1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the Association.

Note:—Every ministerial student is required to join the Association, and attend the weekly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

Pulpit Supply.

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collects all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach. The Executive Committee consists of two professors and the officers (students) of the Association. Churches needing preachers are invited to correspond with the Dean. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held. No student will be classed as ministerial whose diligence is not approved, and whose character is not above reproach.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. Board, room and tuition is offered for the entire school year, 36 weeks for $105.00. This can be paid by the students or a limited number can borrow from our loan fund a sufficient amount to cover the expense. A number of churches in Oklahoma and Kansas have each agreed to furnish enough to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school at the rate of $10.00 a month. No interest is charged on the money while the student is in school, but 6 per cent will be charged after the student leaves school until the money is paid back.

School of Education

School of Education

Faculty

ELY V. ZOLLARS, LL. D., President.

SAMUEL H. HORNE, A. B., Dean, Professor of Philosophy and Education.

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*ARTHUR F. REITER, A. B., Professor of Physics and Chemistry.

*GUY K. STANTON, A. M., Professor of Biological Sciences.

*ROY WOLFINGER, A. B., Professor of English.

*MAGDALENA STUKEY, A. M., Professor of German.

*FRANK A. WELLMAN, A. M., Professor of History.

†MAUDE W. MARSHALL, A. B., Instructor in History and Biology.

†WILLIAM L. E. SHANE, A. B., Instructor in Mathematics and Education.

†JOHN C. LAPPIN, A. B., Instructor in English.

†UNA JONES, Ph. B., Instructor in Latin and German.

†MAURINE FRANTZ, Instructor in Drawing.

* Professor in College of Arts.

† Instructor in High School.

PURPOSE AND METHOD OF THE SCHOOL.

The primary aims of the School of Education are two-fold: (1) To ground the student in a knowledge of the fundamentals; and (2) to acquaint him with sound pedagogical principles and methods of instruction. Experience has demonstrated that these principles and methods are best taught and most naturally acquired when employed in class instruction. We usually teach as we were taught. Hence it will be the conscious aim of all instructors to employ in class instruction only those methods upon which experience and pedagogical science has placed the stamp of approval. Thus while the student is acquiring the subject matter, he is also though unconsciously perhaps, learning the best methods of presenting it to the growing mind. The importance of this fact to the prospective teacher cannot be overestimated.

The Science of Education.

However indispensable a fundamental knowledge of content and however useful empirical methods of presentation may be, still the true teacher will seek to understand the psychology of the growing child, and will demand to know the laws and principles that underlie the most simple as well as the most complex procedure of the second room.

To meet this demand is the second aim of the School of Education; Hence instruction will be given in Methods and Management; History of Education, Science and Art of Teaching, Psychology, and the various subjects that pertain to the Science of Education.

General Culture Value of Educational Subjects.

But let it not be understood that these subjects are of interest and value to the prospective teacher only; from the standpoint of culture and systematic mental discipline they take high rank with other academic subjects. It is advised

therefore that students, even though they do not look forward to teaching make liberal use of these subjects in choosing electives.

State Recognition of Phillips University.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Board of Education of Oklahoma and Kansas, by placing it on the list of approved institutions, as witnessed by the following letters:

Pres. E. V. Zollars, Enid, Okla.

My Dear President:—I take pleasure in informing you that your institution was placed upon the accredited list for State Certificates and that your graduates who have taken twenty hours in Psychology and Pedagogy will be given a certificate of the same sort as that granted to the University of Oklahoma.

(Signed) A. C. PARSONS,
State Inspector of High Schools.

Topeka, Kansas, April 10, 1914.

Dear Sir:—

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted and accordingly the University will be placed on the list of accredited institutions and your graduates will have the privilege of applying for state certificates on the same terms as graduates from accredited institutions in the state.

(Signed) W. D. ROSS,
State Superintendent Public Instruction.

Graduates of the College of Liberal Arts in Phillips University "who have completed a course in the school of Edu-

cation of at least fourteen units in education and six units in psychology, (one subject five days in the week for one year constituting ten such units)" will receive the General High School Certificate.

For example, graduates of the College of Liberal Arts in Phillips, who have had Education 1 and 2 and Psychology 3 and 4 would be considered as having satisfied the above state requirements for a certificate, and would be entitled to receive the same from the state.

The following courses of study in Education are designed to give to all who are preparing to teach, a general survey of the history, organization, and underlying principles of educational theory and practice. Students pursuing subject-matter courses in the various departments of the university will find it profitable to choose electives from among the following courses.

Some courses are offered only in alternate years, some will be offered every year.

COURSES IN COLLEGE.

1. History of Education. A general survey of the whole field, from ancient times to the modern period; including a discussion of the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance, and Modern Education. First semester, 5 hours.

2. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, and psychological bearings. The chief topics studied are: heredity, habit, memory, volition, the aesthetic nature, judgment, imagination, and the so-called culture epochs. Second semester, 5 hours.

3. Educational Psychology. A study of the organization and correlations developed in the nervous system, thorough school training into various subjects studied. Second semester, 4 hours.

4. Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are: physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, imagination, perception, etc.
First semester, 4 hours.

5. Adolescence. An investigation of the characteristics of adolescence in regard to the physical, intellectual, and emotional nature, and the educative activities suited to the adolescent period. Second semester, 3 hours.

6. Organization and Administration of School Systems.
Second semester, 3 hours.

7. Seminar: Technique of Teaching A study of principles underlying class room instruction.
First semester, 2 hours.

8. Seminar: Current Educational Problems. Lectures and reports on topics discussed in current educational literature. Second semester, 2 hours.

TEACHERS' CERTIFICATE COURSES.

For full description of the following courses of study, the student is referred to Courses of Instruction in the College of Liberal Arts, School of Education, High School, School of Business and School of Fine Arts.

FOR PRIMARY CERTIFICATE.

1. Arithmetic. A special class will be formed, under the supervision of the Dean of the School of Education, for those teachers who are deficient in this branch, and to afford those who feel the need of it, an opportunity for review.

2. Agriculture. (See High School, Natural Science C.)

3. Domestic Science. (See High School, Vocational subjects.)

4. Drawing. (See School of Fine Arts.)

5. Geography. (See High School Natural Science D.)

6. History of Education. (See Education 1.)

7. History, Civics, and School Laws of Oklahoma. (See High School E and F.)

8. Hygiene and School Sanitation. (See College of Liberal Arts, Biological Science 5.)

9. Music. (See College of Fine Arts, Public School Music 1.)

10. Nature Study. (See High School, Botany and Zoology.)

11. Physical Training. (See Department of Physical Training.)

12. Primary Methods. (See Education, etc.)

13. Elementary Psychology. (See High School Psychology A.)

14. School Management. (See High School, Ped. B.)

FOR INTERMEDIATE AND GRAMMAR GRADE CERTIFICATE.

In addition to the subjects mentioned above for the Primary Certificate, the following are required for the Intermediate and Grammar Grade Certificate.

15. Elementary Algebra. (See High School, Math A.)

16. Bookkeeping. (See College of Business.)

17. Composition. (See H. S. English A. and B.)

18. English Grammar. (See H. S. English A. and B.)

19. English and American Literature. (See H. S. English E. F. G. H.)

20. General History. (See H. S. History, A. B. C. D.)

21. U. S. History. (See H. S. History of U. S. E. F.)

22. Physiography. (See H. S. Natural Science, A. and B.)

23. Physiology. (See H. S. Natural Science, E. and F.)

24. Physics. (See College of Liberal Arts, Physics, 1 and 2.)

FOR HIGH SCHOOL CERTIFICATES.

In addition to the subjects required for the Primary and Intermediate Certificates, the following are required for the High School Certificate.

25. High School Algebra. (See H. S. Math., B. and F.)

26. Plane Geometry. (See H. S. Math., C. and D.)

27. Solid Geometry. (See H. S. Math., E.)

28. Botany. (See H. S. Natural Science, G and H.)

29. Chemistry. (See College of Liberal Arts, Chem. 1 and 2.)

30. English History. (See College of Liberal Arts, History 11 and 12.)

31. Philosophy of Education. (See Education 2.)

32. Political Economy. (See Col. Lib. Arts, Political Science, 1 and 2.)

33. Zoology. (See Col. Liberal Arts, Biol. Science 1.)

34. Latin. See H. S. Latin.)

35. German. (See H. S. German, or College of Liberal Arts, 1, 2, 3, 4.)

36. French. (See College Liberal Arts, French 1, 2, 3 and 4.)

University High School

University High School

Faculty

ELY V. ZOLLARS, A. M., LL. D., President of the University.

MAUDE WAITE MARSHALL, A. B., Principal, Instructor in History and Biology.

WILLIAM L. E. SHANE, A. B., Instructor in Mathematics and Education.

JOHN C. LAPPIN, A. B., Instructor in English and Physiography.

UNA JONES, Ph. B., Instructor in Latin and German.

CLAUDE R. NEWCOMB, Instructor in Music.

MAURINE FRANTZ, Instructor in Free Hand Drawing.

*————————————Instructor in Domestic Science.

* To be supplied.

THE HIGH SCHOOL.

The University High School covers the work done in the best High Schools whose curricula embraces four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, there have been exceptional cases in which the four years' work has been completed in three years. Students are advised, however, to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. This diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the college of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of all subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

1 English

(a) Composition_____1 unit
(b) Rhetoric_____1 unit
(c) English or American Literature_____1 unit

2. Mathematics.

(a) Elementary Algebra_____1 unit
(b) Plane Geometry_____1 unit

3. **Botany.** 1 unit

(Zoology, Chemistry, or Physics may be substituted for Botany.)

4. **History.** (Ancient History recommended)------1 unit

5. **One Foreign Language** 2 units
(Latin, German, French, Greek or Spanish).

6. **Free Electives,** chosen only from the subjects described in Courses of Instruction----------7 units

Definition of High School Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject recited five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

Curriculum.

The following curriculum conforms to the requirements of the North Central Association of Colleges and Secondary Schools. Subject marked * are required of all students.

FIRST YEAR.

Subjects.	No. hrs. Per Week.
*Elementary Algebra, one unit	4
*Composition, one unit	4
Physiography, one unit	4
First Year Latin, one unit	4

Agriculture and Commercial Geography,_____4
One-half unit each.
Free Hand Drawing ½ unit (two semesters)____4

SECOND YEAR.

*Plane Geometry, one unit_____4
*Rhetoric and Composition, one unit_____4
Ancient History, one unit_____4
Latin, Second year, Caesar, one unit_____4
or
German, First year, one unit_____4
Free hand Drawing, one-half unit (two semesters) 4
Domestic Science, one-half unit (one semester)__6
Domestic Art, one-half unit (one semester)_____6

THIRD YEAR.

English Literature, one unit_____4
Solid Geometry, and Algebra, one-half unit each 4
Modern History, one unit_____4
Physiology, one unit (recitation, and laboratory)__6
German, Second year, one unit_____4
Latin, Cicero, one unit_____4

FOURTH YEAR.

*Botany, one unit (recitations and laboratory)____6
American History and Government, one unit_____4
Psychology and Pedagogy, one unit_____4
American Literature, one unit_____4
Latin, Virgil, one unit_____4
(Choose four units each year.)

Electives from the Commercial Branches.

Not more than 2 units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling,

and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

Total Electives from Vocational Subjects.

Of the 16 units required for graduation, a total of four units may be chosen from the following: Free hand Drawing, one-half or one unit; Mechanical Drawing, one-half or one unit; Commercial Branches, (see above) two units; Agriculture, one-half or one unit; Commercial Geography, one-half unit; Domestic Science, one-half or one unit; Psychology and Pedagogy, one-half unit each. 12 units must be chosen from other than vocational subjects.a

Courses of Instruction

ENGLISH.

First Year.

A. Composition. The beginning course of High school English. Careful review of Advanced Grammar, exercises in both oral and written composition required. Classics: "Silas Marner," "Lady of the Lake," "Hiawatha," and others chosen by instructor. First semester, 4 hours.

B. Course A continued. Classics: "Twice Told Tales," "Vision of Sir Launfal," "Treasure Island," and others chosen by instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Ivanhoe," "Tale of Two Cities," "Idylls of the King," and others chosen by instructor. Themes, both oral and written, required at least twice a week. Text, Herrick and Damon's New Composition and Rhetoric. First semester, 4 hours.

D. English continued. Classics: "Macbeth," "Sketch Book," "House of Seven Gables," and others assigned by instructor. Second semester, 4 hours.

Third Year.

E. English Literature. Chaucer to Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements, from Milton, Tennyson, Browning, Byron, Wordsworth, and Burke.
First semester, 4 hours.

F. English E continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincy, Lamb, Hazlitt, Stevenson, Shakespeare, and Johnson. Second semester, 4 hours.

Fourth Year.

G. American Literature. John Smith to O. W. Holmes. Classics chosen by instructor from Brown, Mather, Hawthorne, Poe, Longfellow, Lowell.
First semester, 4 hours.

H. English G continued. Classics from Whittier, Bryant, Lanier, Clemans, Van Dyke, Hale, Howells, Emerson, Riley.
Second semester, 4 hours.

Note. Courses A to D, and either E. F. or G. H. required.

EDUCATION.

A. Psychology. An elementary course in psychology is open to high school students in the fourth year. Text, Titchenor's Primer, supplemented by assigned readings in other authors. First semester, 4 hours.

B. Pedagogy. A course in methods and management. Text, Bagley. Course A and B should be taken by all who are preparing to teach. Second semester, 4 hours.

GERMAN.

First Year.

A. Bacon's German Grammar.
First semester, 4 hours.

B. Bacon Completed. Zschokke's Der Zerbrochene Krug, Heyse's L'Arrabbiata. Second semester, 4 hours.

Second Year.

C. Benedix's Die Hochzeitsreise. Freytag's Die Journalisten. Elz's Er ist nicht eifersuchtig. Composition and Conversation. First semester, 4 hours.

D. Hillern's Hoeher als die Kirche. Schiller's Wilhelm Tell. Lessing's Minna von Barnhelm. Composition and Conversation. Second semester, 4 hours.

HISTORY.

Second Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World. First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early middle ages, down to the death of Charlemagne (814). In courses A and B the student is required to prepare nistorical outlines and maps, and to read about 200 pages of collateral. West's Ancient World completed. Second semester, 4 hours.

Third Year.

C. Mediaeval and Modern History. European history from the death of Charlemagne. Text, West's Modern World. First semester, 4 hours.

D. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester. 4 hours.

Fourth Year.

E. American History. Text, Channing's Students History of the United States. This work must not be taken before the third year, and the student is advised to take it during the fourth. This course includes a study of the history of Oklahoma. First semester, 4 hours.

F. American Government. Text, Ashley's American Government. A knowledge of the chief organs of local state and national government, together with their historical development. This course includes a special study of Oklahoma Civics. Open to third and fourth year students.
Second semester, 4 hours.

LATIN.

First Year.

A. Inglis and Prettyman's First Book in Latin.
First semester, 4 hours.

B. Continuation of Course I. First Book in Latin completed. Prose Composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War, Book II and III, Johnston and Sanford's text. Bennett's Latin Grammar. Prose Composition. A thorough knowledge of the declensions, conjugations, and principles of syntax is required for admission into the second year's class. First semester, 4 hours.

D. Continuation of Course C. Caesar, Books I and IV. Prose Composition. Review of declensions and conjugations and constant drill in syntax.
Second semester, 4 hours.

Third Year.

E. Cicero's Orations. In Catilinam 1-4. Translation and composition, based upon the text.
First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law, or Sallust. Prose composition continued.
Second semester, 4 hours.

Fourth Year.

G. Vergil's Aeneid. Books 1-2. The study of Latin meter. First semester, 4 hours.

H. Vergil's Aeneid. Books 4-6.
Second semester, 4 hours.

MATHEMATICS.

First Year.

A. Algebra. Fundamental operations, factoring fractions, and an introduction to simple equations. Text: Milne's Academic Algebra. First semester, 4 hours.

B. Algebra. Simple and simultaneous simple equations, involution, evolution, theory of exponents, radicals, and quadratic equations. Text, Milne's Academic Algebra.
Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized. Text, Shutt's Plane Geometry. First semester, 4 hours.

D. Plane Geometry. Comparison and measurement of polygons, regular polygons, and circles, and a complete review of the entire subject by the demonstration of original propositions. Text, Shutt's Plane Geometry.
Second semester, 4 hours.

Third Year.

E. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Text, Shutt's Solid Geometry.
First semester, 4 hours.

F. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients, determinants and graphic algebra.
Second semester, 4 hours.

NATURAL SCIENCES.

Laboratory. For botanical and physiological work, the High School is well equipped. A large room is devoted exclusively to laboratory work in these subjects. The equipment consists in prepared natural specimens, slides, high power microscopes, casts, charts, manikin, etc. A good skeleton also is available.

First Year.

A. Physiography. The earth as a member of the solar system; its form, site, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observational work required. Text, Dryer's Physiography.

First semester, 4 hours.

B. Physiography. Dryer's text completed. An easy text in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts, Shaler, and Heilprin. Note book and drawings required.

Second semester, 4 hours.

C. Agriculture. General farm problems, mechanics, soil conditions; study of representative breeds of horses, cattle, sheep and hogs. Texts, Wilkinson's Agriculture, and Plumb's Types and Breeds of Farm Animals.

First semester, 4 hours.

D. Commercial Geography. An advanced course, requiring as prerequisite a thorough knowledge of Political Geography. Text, Gannet, Garrison, and Houston.

Second semester, 4 hours.

Third Year.

E. Physiology. The following subjects are presented: Bones, muscles, foods, digestion, blood and its circulation,

excretory organs, nervous system. Note book and drawings are required. Texts, Blaisdell, supplemented by Conn and Budington's Advanced Physiology.

First semester, 6 hours.

F. Physiology. Continuation of Course E. Special senses, throat and voice, accidents and emergencies, narcotics and stimulants, and sex hygiene. A good manikin and skeleton, also charts are available.

Second semester, 6 hours.

Fourth Year.

G. *Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text, Bergen and Caldwell. First semester, 6 hours.

H. *Botany. The pteridophytes, gymnosperms, angiosperms, flowering plants, timber, plant breeding, and ecology.

Second semester, 6 hours.

Note. In the classes of Physiology and Botany about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawings and notes of all original work.

PHYSICAL TRAINING.

First Year.

A. Elementary Course for Boys. Work in the Gymnasium, consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb bells, military, etc. Foot ball, basket ball, base ball or track work may be substituted for this course. First semester, 2 hours.

B. Course A continued.

Second semester, 2 hours.

C. Elementary Course for Girls. Drills, marching, Indian clubs, dumb bells. Basket Ball teams will be organized also other indoor games will be played.

First semester, 2 hours.

D. Course C, continued.

Second semester, 2 hours.

Second Year.

E. Advanced Course for Boys. More complicated work will be offered, based upon Course A or B. Lectures on various health problems. First semester, 2 hours.

F. Course E continued.

Second semester, 2 hours.

G. Advanced Course for Girls. More complicated work in the Gymnasium, based upon Course C or D. Lectures on various health problems by lady assistant.

First semester, 2 hours.

H. Course G. continued.

Second semester, 2 hours.

VOCATIONAL SUBJECTS.

A. Domestic Science. The science of cooking contributes much to the health and happiness of mankind. All young ladies are urged to devote a part of the time in securing an education in this interesting study. The department is equipped with a modern kitchen and dining room in which practical serving is demonstrated. The course consists of household management, principles of housework, and household accounts, marketing, and hygiene cookery, carbo-hydrated foods, protein foods, invalid cooking, etc. About two-fifths of the time spent in recitations, and three-fifths in laboratory. A carefully prepared note book is required.

First semester, 6 hours.

B. Domestic Art. Second semester, 6 hours.

C. Free hand Drawing. The time has come when drawing is recognized as a necessity for the successful study of the sciences, and for teaching in the public schools. Students should not fail to avail themselves of the opportunity offered in this department to study this subject. It is of vital importance in the study of high school, as well as college, botany, physiology, and zoology.

First semester, 4 hours.

D. Free hand Drawing, continued.

Second semester, 4 hours.

E. Commercial Subjects. (See College of Business). Two units allowed.

The College of Fine Arts

I Music

II Oratory

III Art

College of Fine Arts

Faculty

ELY V. ZOLLARS, A. M., LL. D., President of the University.

JUSTIN LEROY HARRIS, Dean, Professor of Voice, Composition, Instrumentation, Ear Training, and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

CLAUDE R. NEWCOMB, Professor of Voice. Public School Music, Sight Reading and Director of Chorus.

RAFAEL NAVAS, Professor of Piano, Interpretation, and Ensemble.

LUCIE W. HARRIS, Professor of Piano and Ensemble.

LILLIAN W. FLEMING, Professor of Organ, Piano, Counterpoint, Harmony, Ensemble, Pedagogy, Form, and Analysis.

MIRON E. SPARKS, Professor of Piano.

*MAGDALENA STUKEY, A. M., Professor of Modern Languages.

*ROY WOLFINGER A. B., Professor of English.

GEORGE A. BROWN, Professor of Oratory, Expression and Dramatic Art.

†WILLIAM L. SHANE, A. B., Instructor in Psychology.

INA LOGAN, Instructor in Piano.

MAURINE FRANTZ, Instructor in Art.

* Professor in College of Liberal Arts.

† Instructor in University High School.

College of Fine Arts

(Special catalogue of the College of Fine Arts mailed upon request.)

The College of Fine Arts is one of the strongest schools of its character in the South and West, and affords advantages that compare favorably with the great schools of this country. It comprises:

1. Music.
2. Oratory.
3. Art.

Entrance Requirements.

For entrance to the College of Fine Arts the student should have a diploma from an approved high school. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiences in the University High School.

I. MUSIC.

Literary Requirements.

A standardized high school course is recommended as the basis for instruction in the School of Music. The student, however, is permitted to substitute electives for certain required high school units. The following are required: English, 3 units; Algebra, 1 unit; History, 1 unit; One Foreign Language, 3 units; Psychology, ½ unit; Elective, 7½ units, other than music.

Professional and Special Courses.

The College of Fine Arts offers two separate and distinct courses of study.

The Professional course carries with it a literary requirement equivalent to a high school course. The Special course does not. Graduates in the Professional course will receive "Teacher's Certificates," "Teacher's Diplomas" and "Artist's Diploma." The Artist Diploma carries with it the degree, Bachelor of Music.

Graduates of the Special course will receive "Teacher's Certificates of Musical Proficiency"; "Teacher's Diploma of Musical Proficiency" and "Artist's Diplomas of Musical Proficiency."

Duration of Professional Course.

The duration of each course is the same, and depends upon the natural ability and industry of the student, as well as upon the quality and amount of the previous instruction. Skill and efficiency alone will be the basis for the awarding of all Certificates and Diplomas. A beginner, of average intelligence, and possessing well-developed mental powers can be qualified for the Teacher's Certificate at the end of the second Academic year. One additional Academic year is required for the Teacher's Diploma, which, in turn, leads to the Artist's Diploma and the degree, Bachelor of Music.

Private and Class Instruction.

1. Students are taught individually, two half-hour lessons per week. Those who wish to specialize can take lessons more frequently.

2. Class lessons are also given. Members of a class not only receive a valuable amount of individual instruction, but have the benefit of the master's criticism of the work of others, and become acquainted with many compositions other than the ones they are studying. A combination of both private and class instruction is the ideal plan.

Beginners.

An absolutely correct method of elementary training is essential, or habits will be formed which years of effort later may fail to correct. We hold ourselves responsible for the correctness of the training of beginners and those not far advanced in musical study.

Pipe Organ.

This is one of our strongest departments. We are planning to put a pipe organ in our auditorium. We now have the use, for lessons and for practice, of several of the excellent pipe organs with which Enid's churches are equipped.

Practice Pianos.

Sixteen excellent pianos are at the service of our students. The fees for practice hours are very small.

Recitals.

Recitals by members of the faculty and visiting artists form a valuable feature of each year's work.

Students will be given every opportunity to appear in public as soon as they evidence the ability to acquit themselves with credit to themselves and to the College. The various College societies and organizations afford splendid preparation for and experience in such appearances.

Correspondence Courses.

Nearly all of the leading Universities have introduced correspondence courses into their curricula. Prout, England's most famous teacher of harmony, uses this method. We offer correspondence courses in Piano, Harmony, Public School Music and Musical History.

Ensemble Organizations.

The University Orchestra, Band, Choral Society and Glee Club afford excellent experience in ensemble work, as well as providing splendid musical entertainment for various University festivities.

Scholarships.

While we do not advocate the indiscriminate giving of prizes and scholarships, we are glad to render all possible assistance to talented and deserving students. We will offer a limited number of scholarships to persons of marked ability, who have already shown themselves capable of excelling in some particular branch of fine art. Applications for scholarships must be received at the Chancellor's office on or before September 1.

Bureau of Artists.

The College of Fine Arts is prepared to supply artists, or provide entire programs for recitals and concerts at very reasonable rates.

Entrance and Classifications.

Beginners will be received in any department. More advanced students will be assigned to the grades for which they are qualified. Students are, however, allowed perrect freedom in their choice of teachers. Enrollments may be made at any time, although it is preferable that students enter at the beginning of the term.

PIANO.

Rafael Navis.

Lillian Fleming.

Lucie W. Harris.

Miron E. Sparks.

Ina Logan.

Preparatory Requirements for Admission.

Students must have completed two Kuhlau and two Clementi sonatinas, Duvernoy Opus 120, Czerny, Opus 821, Bertini Opus 29, 32. They must be able to play easy compositions, such as Kullak's "Scenes from Childhood," Heller's "Curious Story," Schumann's "Happy Farmer.'

The equivalent of any of the above may be substituted. Credit for preparatory work in music is given only with the approval of the department concerned.

First Year (Preparatory)

Introductory Harmony, Ear Training, History of Music, Piano, two half-hour lessons per week.

Second Year (Teacher's Certificate)

Harmony and Analysis, Ear Training, History of Music, Piano, two half-hour lessons per week.

Third Year (Teacher's Diploma)

Counterpoint, Composition, Musical Forms, Ensemble and Accompaniments, Normal Piano Methods.
Piano, two half-hour lessons per week.

Fourth Year (Artist's Diploma)

Canon and Fugue, Instrumentation, Composition, Recitals.
Piano, two half-hour lessons per week.

Post-Graduate Work.

More extended study of principal classic and romantic composers, including works in larger forms, chamber music, concertos, etc., has been arranged for graduates who desire to reach higher standards of excellence as artists.

THEORY.

Mr. Navas.

Mr. Harris.

Miss Fleming.

First Year.

Elementary Harmony to suspensions.

Second Year.

Harmonization of given melodies in the various voices; harmony completed; analysis.

Third Year.

Counterpoint; Composition,—the sentence, phrase, section, motive; two and three part song forms; illustrations and work in these forms; analysis of dance forms; sonata and rondo forms, with work in these forms.

PIPE ORGAN.

Miss Fleming.

The rudiments of music and piano playing are required of students entering this department.

Preparatory.

Rink's Organ School; Dudley Buck's Pedal Studies; easier preludes and fugues by Bach; smaller pieces in the romantic style.

Harmony.

Teacher's Certificates.

The greater preludes and fugues by Bach; sonatas by Mendelssohn, Merkel, Guilmant; compositions in larger form by Handel, Merkel, Rheinberger, Saint-Saens, Dubois and others.

Harmony completed, History of Music, Analysis.

Teacher's Diploma.

The greater preludes and fugues by Bach; sonatas by Bach, Merkel, Rheinberger, Ritter, Guilmant; concert pieces by Widor, Frank, Lemare and others.

Counterpoint, Composition, History of Music.

VOICE.

Justin L. Harris.

Claude R. Newcomb.

The acme of beautiful musical expression is found in artistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing and placement of tone, and the application of the principles of the old Italian method form the basis of all instruction. The result is an easy-flowing, resonant and beautiful tone. Careful attention is paid to the requirements of each individual student.

Interpretation and Repertoire.

Students are taught to portray, thru the voice, the varying sentiment and emotion indicated by the poetic and dra-

matic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rhythm.

The best examples of the German, French, Italian, Russian, English and American schools,—also standard Oratorio and Operatic excerpts are carefully studied and prepared for public presentation.

Sight Reading.

Scores of young men and young women with good voices might obtain remunerative positions in church choirs if they were able to read music readily. Instruction is given that enables the student to read music at sight, alone or in parts, without the aid of an instrument.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of Primary, Grammar and High School music, also the work of the Supervision of music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Theoretical Requirements.

The theoretical requirements for graduation in Voice are slightly less than in Piano. Graduates in Voice must be able to read music at sight, and be able to play accompaniments of moderate difficulty.

VIOLIN.

R. Dyksterhuis.

1. Preparatory. Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schraedieck's

Technical Studies. Sevcik's Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. Intermediate. Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III.; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dances and others. Sonatas and the easier concertos of Viorti, DeBeriot, and Kreutzer; also practice in ensemble.

3. Advanced. Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Grieg and others.

II. ORATORY AND DRAMATIC ART.

G. A. Brown.

The purpose of this department is to train the students in the speech arts.

Good readers and public speakers are always in demand. No education is complete without some training in expression.

All thoughts and feelings tend to express themselves in actions, hence good expression is secured primarily by securing proper psychic states.

Physical exercises are of value as they free the body from restrictions and give unity, poise and control.

Vocal culture is important as a means of strengthening the voice, improving tone quality and giving vocal control.

Much attention will be given to the interpretation of all classes of standard literature.

A speciality is made of public speaking. All students who expect to do platform work should not fail to take courses in this department.

Courses Offered.

(A) Diploma Course in Elocution and Dramatic Art.

Time required, two years.

Prerequisite, High School Diploma.

I. Elocution 1.

a. Physical Training.

b. Voice Culture.

c. Practice in interpretation of selections illustrating the varied emotions.

d. Study of language value of actions of the body.
Time, one semester.

Elocution 2.

a. This is a continuation of elocution 1, with oral interpretation of more difficult selections.
Time, one semester.

II. Platform Art.

a. Advanced work in vocal interpretations.

b. Monologues and dramatic interpretations.

c. Abridging and reading of masterpieces.
Time, one semester.

III. Dramatic Art.

a. Interpretation of plays.

b. Reading of lines.

c. Stage business. Time, one semester.

One recital each semester.

(B) Diploma Course in Oratory and Public Speaking.

Time required, one year.

Prerequisite, Course A.

This course leads to the degree B. O.

a. Analysis and construction of orations.

b. The rendering of masterpieces.

c. Extemporaneous speaking.

d. One original oration.

e. Vocal interpretation of the Bible.

f. Sermons or lecture work.

Required:

a. Argumentation and debate, 4 credits.

b. Psychology, 4 credits.

c. College rhetoric, 8 credits.

d. College literature, 8 credits.

e. French 4 credits.

(C) Diploma Course in Oratory and Public Speaking Leading to Degree M. O.

Time required, One year.

Prerequisite, Course B.

a. Advanced lecture and oratorical work.

Required:

a. Psychology, 4 credits. (advanced.)

b. Literature, 8 credits.

c. Eight credits to be elected from the following: Modern language, history or philosophy.

Note.—These courses will be modified to meet the needs of special students.

Students who are one or two credits short of entrance requirements may enter as regular students and will be given a reasonable length of time to make up deficiencies.

III. ART.

Art, Theory, Practice, History, Drawing and Painting, Plan of Work.

The work in Art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

Courses.

Courses in the following lines of work will be offered: The regular course, including preparatory work to students

who have had no previous art training; Pen and Ink in cartoon and illustration; Pastel and check; Drawing from the cast in charcoal; China Decoration which includes several months in the design class. For those who wish to graduate in this line of work and to others desiring it, instruction is offered in firing and handling the kiln; the Mechanical Drawing and Lettering Course; Arts and Craft Course which includes the designing and making of port folios-place cards, mottoes, receipt books, favors, etc., raffia work, leather work, weaving of hammocks and rugs and wood carving.

In addition a course in normal art is offered which is especially beneficial to persons wishing to teach art in the public schools. Before this year, this course had never been offered. It includes a little bit of everything mentioned in the above course, and is very complete and satisfactory in every way. This course is an unusual opportunity for all prospective art teachers.

Equipment.

The Art Department has two beautitful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of Ceramic decoration, hundreds of designs, to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

Hours for Work.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, the History of Art will be required. One afternoon each week will be devoted to this study by means of lectures and assigned readings.

Original Work.

This is to be especially encouraged, and the student who displays skill in this line will be given due credit when being classified for advanced work.

A Special Attraction.

An attractive feature of the work will be the weekly sketch class in which models are costumed and posed for the benefit and instruction of advanced students. Members in this class may work in any medium they choose.

Exhibitions.

The best work of the students will be exhibited every month when visitors will be invited to inspect it. At this time collective criticism of the student's work will be given, with recognition of good work by honorable mention.

Diplomas and Certificates.

A diploma will be conferred in the Ceramic department upon those students who have put in three years study, and prove themselves competent to handle every phase of the work including a knowledge of firing and the management of the kiln. (One year of this work must be done in Phillips.)

A diploma in the department of water color, will be granted upon the completion of a prescribed course, and a course in the history of art.

Students who have completed the prescribed course in Art, but who have not fulfilled the literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school, or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

College of Business

College of Business, Shorthand, Pen Art and Telegraphy

Faculty

E. V. ZOLLARS, A. M., LL.D., President.

J. E. GEORGE, Principal, Commercial Law and Model Office Work.

P. G. SIMON, M. Accts., Business Department, Banking Office Work, and Penmanship.

EDNA J BATTERTON, Shorthand Department, Typewriting.

RUBY NICHOLS, Telegraphy, Railway Accountancy.

COLLEGE OF BUSINESS.

COURSES OF STUDY.

COMMERCIAL LAW. RAPID CALCULATION.
ENGLISH. SPELLING.
COMMERCIAL ECONOMICS. ARITHMETIC.
LETTER WRITING. PENMANSHIP.
PARLIAMENTARY LAW. COMMERCIAL GEOGRAPHY.
SINGLE AND DOUBLE ENTRY BOOKKEEPING.
ACTUAL BUSINESS PRACTICE.
ALL FORMS OF CORPORATION WORK, AS COMMISSION, FREIGHT, WHOLESALE AND RETAIL HOUSES, REAL ESTATE, INSURANCE, LUMBER, ETC.

Detailed Description of the Business Course.

This course is for the purpose of giving the students in the shortest possible time a thorough practical knowledge of the Arts and Science of Business. We ask you to compare our course of study and rates with similar courses in other reputable schools. This is a thoroughly practical course in every respect. We are now living in a very practical age and if we wish to be in line with those who are winning in the race of life, we must have a general knowledge of business affairs. We need more business men, in the Ministry, in Congress and at the head of all public institutions, and, until we get them there, we cannot hope to have these great questions solved satisfactorily. A great deal of this knowledge can be obtained in a thorough business course. In our work we are always abreast with the most up-to-date business houses in the country and when something good comes along we immediately arrange our courses to meet its demands.

Our Methods of Teaching.

You will now begin your work by buying from and selling to the other students of the college and offices of the school, merchandise, such as is used by the business in which you are engaged, receiving an invoice and giving in exchange a check, on the bank with which you are doing business, notes, drafts or an account as the case may be. You will now make a record in your books of these transactions. The first set of books is very simple. The main thought in this set is to become familiar with the terms of Debit and Credit. From time to time as you advance with the course new ideas and items are added as you are capable of receiving them. You will also learn, by filing and using, as you proceed with your work, the use and benefit of such commercial papers as Checks, Notes, Drafts, Bills of Lading, Way Bills, Leases, Deeds, Mortgages, Articles of Incorporation, Bonds, Stock Certificates, and all forms of Contracts. At certain intervals you will take a trial bal-

ance, make out a fianncial statement of the business, with your profits and losses, fill our Balance sheets and close your Ledger.

After you have completed the work as outlined in the textbook, you will take charge of one of the offices of the school which gives you the knack of doing business with people. You will see by this method that our work is Actual Business from the start. It is not a lot of dry facts but an interesting work in which you learn to do by doing. This method is used by the very best Business Colleges in our country, and we are trying to keep our school at the front of the procession. If you want a diploma in three or four months this is not the place to get it. But if you want to prepare for the most exacting and the high salaried positions in the business world, and gain some knowledge that will last as long as reason exists attend the Phillips Business College, and complete its course of study.

Our offices which are only briefy described, consist of the following:

The College Bank.

This Bank is organized in compliance with the laws of the State of Oklahoma. The books used in this bank are similar to those in the National Bank but more applicable to a smaller bank. In this Bank you will hold several different positions at the same time, which is true of an employee of a small Bank.

The books in these Banks are more complicated than those found in half of the Banks in the country. We have spared nothing to make this the strongest Banking course offered by any Business College in the State or Southwest.

The Principal of the department has had experience in banks. After completing our banking course you will not be the least bit bothered upon entering any real Bank.

Wholesale Office.

This office is very complete. This set of books consists mainly of a Special Cash Journal, Invoice Book, Sales Book. Bill Book, Ledger, Report Book, etc., besides all forms of blanks used in the regular business, such as notes, checks, drafts, bills, statements, etc. We have tried to make this as complete as any office can be.

Retail Office.

In this office we have a more simple set of books. The other equipments are, however, similar to those of the wholesale office. These books are more nearly like those used by the smaller business houses.

Commission, Freight and Insurance.

Here you will become acquainted with the systems of books used by the different lines of business named above. Space will not permit us to explain these in detail. We assure you, however, that the very best methods are used.

Real Estate.

The Real Estate business has become one of the leading enterprises of our country. No Business Course is complete without a study of this important branch. In this office we keep a complete file system of records the same as those used by most Real Estate firms.

Commercial Law.

The aim of this subject is to acquaint the student with those features of law that every business man should understand, and without which he is ever embarrassed in his business career. It is not the object of our institution in this subject to prepare students for the legal profession,

but to fit them for business life. Students in this subject become familiar with those things regarding commercial paper, contracts, etc., which everybody should know. The utility of understanding the common, everyday principles of law, both civil and commercial, is easily obvious, and he who has a good understanding of law will not be likely to violate them.

Rapid Calculation.

From this exercise the student is expected to become rapid and accurate in Addition, Interest, Discount, etc. In this age the knowing how to solve problems is not enough. It is rapidity and accuracy that are demanded. For this reason we consider it of much importance. The man who can add a column quickly and compute discounts mentally is in demand.

Grammar.

In this we teach not only the technical forms of the English language, but the practical use of it. We do away with the perplexing formality that comes in the ordinary grammar class, and give instead, in a practical way, the things that a student will need and use. In this class students will learn more of the use of English in six weeks than they would in six months in the ordinary grammar class.

Spelling.

This is the one branch by which our education and ability is often measured. How often you are asked to put your application for a position in writing, when, to the horror of the one addressed, he finds many common words misspelled, and you will wonder why you did not get the position! This is one of the branches in which the average American is deficient and to do away with this embarrassment we sustain a class each term. We use a text

book which deals with the practical words in use at the present day.

Commercial Arithmetic.

In this Arithmetic we give our attention wholly to Percentage, Interest, Bank Discount, Trade Discount, Exchange, Partial Payments, Averaging Accounts, Commission and Brokerage, Partnership Settlement, Stocks and Bonds, etc. In teaching this, we will not use the analytic method, but solve the problems as a business man would solve them. You are expected to have a common-school knowledge of Arithmetic before you take up this class.

Letter Writing.

In this branch the student familiarizes himself with such points regarding the requisites of correspondence as will enable him to construct, arrange, paragraph, and punctuate a letter properly, so that it will convey the meaning intended by the writer without his being misunderstood. In this the crude writing and uncertain composition of the beginner are soon changed; and at the end of the course he is able to express his thoughts more clearly and to arrange them in a more approved form. A well-written letter is often the turning-point in the life of a young aspirant for honor, and many a man owes his success to his acquaintance along this line.

Business Writing.

This is one of the requirements of the bookkeeper of today. He cannot hope to get a position and hold it unless he writes a plain, rapid hand. We are especially prepared to teach this subject. We have a man who gives special attention to this work. It has been unwisely crowded out of some schools, hence we give it special attention. See our Pen Art Course, etc., for a more complete description of this work.

Parliamentary Law.

In this subject we treat of the organization of literary and debating societies, public meetings, and general assemblies, the duties and privileges of officers and members and all that pertains to the work as it comes to the ordinary business or professional man. The knowledge thus gained is put into practice in the class room and in the debating societies.

SCHOOL OF SHORTHAND.

Course of Study.

PRACTICAL GRAMMAR.	LETTER WRITING.
BUSINESS FORMS.	BUSINESS PENMANSHIP.
PARLIAMENTARY LAW.	SPELLING.
TYPEWRITING.	SHORTHAND.
DICTATION.	TRANSCRIBING FROM NOTES.

ACTUAL OFFICE WORK.

Our Method of Teaching.

In this work you will first take up the letters of the alphabet, learning the characters which compose them. These are then worked out into small words which gradually get larger and more complicated as the pupil advances. After you have learned that important branch you will take up short sentences. This is gradually worked into body writing and other sentence matters. After you have done this work you are put into a dictation class, in which you take dictation of the teacher.

After acquiring sufficient speed and accuracy you will take up the subject of different lines of business, and deal with each one separately, for instance, hardware, merchandise, railroad, law, etc. You will take up court reporting and more difficult work of this kind. After acquiring sufficient speed you wil take dictation of the different professors and do the actual office work of the school. In this way when you leave school you will be accustomed to the many different things that confront you at any up-to-date office. This office work really puts the finishing touch on our short-hand students. They learn to take dictation from different people which they must become accustomed to do in actual business.

Why We Teach Pitman Shorthand.

Because we want our students to have the best in everything and in order to give them the best in shorthand we must give them the Pitman. We are unalterably convinced that Pitman shorthand is the best for any one to learn and write.

The Pitman shorthand has withstood the test and is used by more shorthand writers, in positions worth while than all other systems combined. The system is scientifically presented, based upon phonography. It is easily learned and easy to read, when correctly learned, and is capable of the highest rate of speed. It won first place in all the speed contests of the world, except one. In this it lost first place one year, immediately the next it regained its old position, first pace.

Certainly you would make a mistake, if you took up the study of a system that has enabled so many to make a marked success in the stenographic field.

Typewriting.

We teach the touch system. or as some call it, the Piano System. You write from shorthand notes without looking

at the machine. This system gives the best results of any we know of; if it were not true we would establish that which is best.

SCHOOL OF PEN ART.

Courses of Study.

This course embraces Rapid Business Writing, Abbreviated, Ornamental, Ladies' Hand. Running Hand, and Artistic Writing, Engrossing, Engravers' Script, Round Hand, Pen and Mechanical Lettering, Showcase writing, Pen Drawing and preparing all kinds of Pen Work for reproduction.

If a student wants Penmanship, the best and cheapest plan is to settle for the full course on entering.

The Purpose.

This course is for the purpose of preparing persons of either sex in the most thorough, practical and modern manner as penmen, teachers of penmanship and drawing, artists, illustrators, engrossers, and designers of testimonials, resolutions, letterheads, title pages, showcard writing, etc., and to satisfy the innate love for beautiful penmanship and drawing. It is worth the price of the course to be able to decorate your home with your own specimens.

Advantages.

This school has a Penmanship Department, exclusively presided over by Prof. Simon, who is a graduate of one of the leading schools of Pen Art in America.

Everything is arranged for the best interest of the pupils. No one can do better than to attend this school.

Plain Penmanship Free.

Those who are in the other courses of the school are permitted, without extra tuition, to take one class-hour each day in Plain Penmanship.

All Admire Beautiful Penmanship.

We have known persons who care nothing for music, but we have never known a person who did not admire beautiful Penmanship.

The teacher needs it. It will not only raise the grade of his certificate and increase his salary, but make him a more successful teacher. A neatly written paper will secure one a higher grade in Arithmetic, Grammar, Physiology, etc. A neatly written application will secure the school and increase the salary.

The bookkeeper needs it. Every business man or firm desires his books neatly, as well as accurately kept. Good Penmanship will secure you the place. Stenographers need it; they have much pen-work to do. All persons should be good penmen.

The Demand.

The demand for skilled penmen, artists, and teachers of Penmanship and Drawing is so great that it is impossible to supply it, and this field of work is just now being opened up. Illustrated advertising by business firms is becoming a great business in itself—they need artists. Be a pioneer, enter a profitable and pleasant business for life. The cost is small compared with the success that awaits our graduates.

Positions.

We do not guarantee positions in this department, nor does any reputable school, but we do all in our power to secure good positions for our students.

A person of pluck and ability need never fear not getting profitable employment, nor will he have to wait long for it.

How Long?

The time required to complete any of the courses depends upon the aptness, ability, and application of the student. Ordinarily the full course requires from seven to eleven months, working eight hours each day. But a few branches, or the public school course can be completed in much less time—say, during the summer vacation. You can devote all your time to one branch or to all branches of the course, as you please. This Department runs the full year.

When a student completes our course of study and practice, he is ready to fill a position successfully.

Special Advantages of the Business Course.

We give this for the guidance of those who have decided to attend our school but have not yet come to a conclusion as to which of the four courses is the best one for them to take. A careful study of the details of our course should precede the consideration of this subject.

What is Taught in This Course.

Bookkeeping is the main study of the Bookkeeping or Business Course. But this does not mean that this course is planned merely for the development of good bookkeepers. While it is true that graduates of this course are excellent bookkeepers, it is also true that they have learned many other things than bookkeeping.

Those who graduate from our Business Course understand how to keep account of expense, costs and sales. They understand the keeping of stock records, letter files, business reports, and other things vital to the success of

business. Thousands of business men fail every year, not only because they cannot do the things required, but also because they do not understand them well enough to be able to judge whether or not their subordinates are properly qualified. It is impossible for any commercial enterprise to be carried on safely unless the man at the helm understands book-keeping and business methods sufficiently to be able to safeguard his interests.

In addition to bookkeeping, the knowledge of business letter writing, arithmetic, spelling, penmanship, commercial law, etc., which the student gains in this course, is invaluable.

For employer, clerk, property owner, professional man and farmer, for self-supporting maid or widow, in short, for every person under the sun who has money or even expects to have it, a knowledge of the laws of business is vital. These are presented in our Bookkeeping Course in a simple, practical and convincing way.

This is a diploma course. The average time required to complete it is about six months. Some finish it in even less time than that.

Advantages of the Stenographic Course.

It is no longer necessary to urge the importance of shorthand and typewriting in business college courses. The stenographer is rapidly becoming a most important assistant in the modern business office. Tens of thousands of improved typewriters are being put upon the market. Business today could not well be conducted without the aid of the stenographer. Merchants, manufacturers, professional men of all kinds, managers of the great railways, insurance, telegraph and express companies, and indeed all men of affairs are making greater and greater demands for well trained young men and women to do this work.

Shorthand a Stepping Stone to Success.

But this is not all. Shorthand has come to be regarded as one of the most common and natural stepping stones to success in advanced lines of business and profession. Hundreds of young men and women have been drawn into the shorthand ranks by the increasing demand for stenographers who can work into positions of high responsibility. The number of railroad presidents and superintendents, Bank officials, cabinet officers, editors, lawyers and other influential men who have used stenography as a stepping stone to success is becoming larger every year.

The reason for this is simple and evident. The stenographer is in a position of confidence. He writes letters that deal with the most important projects connected with the business, and also with its most minute details. He is at the very elbow of the head of the business, and if he shows sound sense and energy, success is well nigh certain.

Special Advantages of the Combined Course.

The Combined Course consists of the studies in both the Bookkeeping and the Shorthand Courses, and is The Best Possible Preparation for Business.

A graduate of our Combined Course has the best possible equipment for business. Many positions require bookkeeping only; and in others the shorthand branches are the only requirements; but in very many large and small offices a knowledge of both is demanded. Plainly, a graduate of our Combined Course is prepared for any of these three kinds of positions and can obtain a better salary, with greater chances of advancement than if he understands only one branch, and is qualified for only one of the three classes of positions mentioned. Thus it will be seen that the graduate of our Combined Course not only secures a superior equipment, but has the widest possible field in which to seek employment.

We have shown, in our explanation of the advantages of the Business Course how necessary the knowledge of bookkeeping and similar branches is to the intelligent and successful management of any businsss. We have also shown how excellent the Shorthand and Typewriting Course is as a means of gaining the attention and confidence of the employer. The graduate of our Combined Course has both of these advantages in their fullest measure.

The Combined Course graduate can hold a position in times when business is slow, when, if he did not understand both branches he might have to give way to some one who does.

The Combined Course graduate has a longer time in which to improve his knowledge of penmanship, correspondence and English than the graduate of other courses. Many graduates of the business course, or of the stenographic course, find the skill and knowledge obtained there fully adequate for the position they desire, but the best positions are offered most frequently to those who finish the work of both courses.

Do I Need a Business Education?

We ask do you need an education at all? If you do you certainly need a Business Education. Why? Because there is no line of work of any importance but has a business side. You must if you expect to reap the greatest harvest for your labors, attend to this part of your work. Even though you are proficient so far as the professional side is concerned and have not the business ability you will be a financial failure and a financial failure means a professional failure.

What Has the Business World for Me?

What have you for the Business World? This world is a great mirror. It gives back about the same as it receives. If you have the ability of a six-dollar-a-week clerk, that is

what you will get. If you have the ability of a hundred-dollar-a-week clerk or business man that is what you will receive.

If you need a business education you certainly need ours. Why? Because we have the most complete course in the Southwest.

SCHOOL OF TELEGRAPHY.

Course of Study.

RAILWAY AND COMMERCIAL TELEGRAPHY.

RAILWAY ACCOUNTANCE.

WESTERN UNION AND RAILWAY RULES, ETC.

SPELLING. BUSINESS PENMANSHIP.

TOUCH TYPEWRITING. RAPID CALCULATION.

The demand for competent telegraphers, we are told by railroad officials ,has not been as great for many years as at the present time. There is an alarming scarcity of telegraphers. The knowledge of telegraphy opens up an avenue leading to an enviable position. It gives its possessor an opportunity to learn the things about railroading, which are calculated to make him a valuable man. Many of the highest official positions in railroading are held by men, who were one time operators. Telegraphy is fascinating and interesting, as well as an absolute guarantee to its possessor of employment wherever he may be.

How We Teach.

We have a well equipped class room with the same kind of instruments used by the railway companies, suitably arranged in the class room.

First, you are taught your alphabet, then your teacher sends letters to you. When you are able to receive letters, words are sent. You are given railway and commercial work.

Our Instructor.

Our instructor is one of unusual ability and thoroughly acquainted with the things pertaining to railroading. Our teacher is a lady, who is experienced, and who is especially interested in the welfare of young people. She was twelve years operator for the M. K. & T., and has had considerable experience in Western Union and Press work. She has taught telegraphy for about four years. The students complete the work in the shortest possible time, many going out in four months.

Can We Get You a Position?

The position question for telegraphers is the easiest question to deal with. As stated elsewhere the demand cannot be met by us.

Railway companies out of Enid take our students. We have absolute arrangement with the Union Pacific Railway Co., to take all of our graduates, in this department, who pass their physical examination. If you decide to investigate, whether or not this be true, write to Mr. D. C. Buell, Chief, Educational Bureau, Union Pacific Railway Co., Omaha, Nebraska.

Discouragement from Operators.

We take this opportunity to warn our prospective students against discouragement at the hands of telegraph operators. Quite a number of young men having decided on telegraphy as a profession, seek the advice of telegraph operators with whom they come in contact, and as a matter of fact, the

students think the operator at their own station would certainly be able to give them the advice they need. And quite frequently they are dissuaded from attending any telegraph school by the operator, or operators, they consult. There is a fundamental reason for this discouragement from operators, and we feel that after we have fully set before you the cause of their prejudice against telegraph schools, you will not allow their false counsel to interfere with your well-laid plans. There are organizations known as the O. R. T.. (Order of Railroad Telegraphers) and C. T. U. (Commercial Telegraphers Union). These are secret orders to which the majority of operators belong. Unlike all other unions and organizations, the members of the O. R. T. and C. T. U. are selfish and in many instances interfere where they have no right, and prevent intelligent, ambitious young people from learning telegraphy. Do you not see what the object is? Why, it is to curtail the annual output of operators with the view to make the demand for their own service greater, and thereby increase their own compensation.

After all, what does the free advice of an operator amount to, as compared with the authentic statement of a railway official? If an operator at some way-station tells you not to enter a telegraph school, and the railway official, who has hundreds or perhaps thousands of operators in his employ, tells you just the opposite, whom would you believe? Operators do not employ our graduates, for no position is within their gift, but superintendents and general managers do employ them.

STENOTYPY.

Stenotypy is a system of "Shorthand by the Machine Way." It is easy to learn, easy to write and easy to read.

The mechanical perfection of the characters makes the system very desirable. Greater efficiency is possible, therefore better salary as a result.

The Stenotypy course is the same as the shorthand course outlined elsewhere in this catalog, except the subject of

stenotypy is taught instead of Shorthand. Otherwise the course is the same.

RATES OF TUITION, PAYABLE IN ADVANCE.

Business Course.

Scholarship, (time, six months), including Bookkeeping, by Single and Double Entry, Commercial Law, Business Arithmetic, Business Letter Writing, Spelling, Punctuation, Rapid Calculation, Actual Business Practice, Banking, and Practical Penmanship:

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Scholarship, unlimited	60.00

Shorthand and Typewriting Course.

Scholarship (time, six months), including Shorthand, Speed, Dictation, Touch Typewriting, Letter Writing, Spelling, Business Penmanship, Rapid Calculation, Punctuation, Mimeographing, Letter Press and Carbon Copying, Systematic Carding, Filing, Indexing:

Good for full course	$50.00
Two payments, each,	27.50
By the month	10.00
Scholarship, unlimited	60.00

Full Combination Course.

Scholarship (time, twelve months) including the two full courses, viz: the Business Course and Shorthand Course, as given above, both in one scholarship:

Full course----------$ 90.00
Scholarship, unlimited----------110.00

Advanced Bookkeeping and Accountants' Course.

Scholarship, (time, nine months), including Bookkeeping, By Single and Double Entry, Commercial Law, Business Arithmetic, Business Letter Writing, Spelling, Punctuation, Rapid Calculation, Actual Business Practice, Banking, Practical Penmanship, Legal Forms, Cost Accounting. Auditing. Economics, and Commercial Geography:

Scholarship, cash----------$75.00
Scholarship, unlimited---------- 90.00

Court Reporters' and Teachers' Course.

Scholarship, (time, nine months), including Shorthand. Speed Dictation, Touch Typewriting, Letter Writing, Spelling, Business Penmanship, Rapid Calculation, Punctuation. Mimeographing, Letter Press and Carbon Copying, Systematic Carding, Filing, Indexing, Court Dictation, Legal Forms, Law of Contracts.

Scholarship, cash----------$75.00
Scholarship, unlimited---------- 90.00

Pen Art Course.

Scholarship, (time, six months,) including Business Penmanship, Ornate Penmanship, Card Writing, Text Lettering (both English and German), Diploma Filling, Engrossing, Round hand, Engraver's script, and Special Designing, English Correspondence, Rapid Calculation, Spelling, Scholarship.

Cash ----------$50.00

Nine Months Combination Course.

Scholarship, (time, nine months), including Bookkeeping, Business Arithmetic, Letter Writing, Spelling, Business Pen-

mansnip, Rapid Calculation, Touch Typewriting, Shorthand, Speed Dictation, Mimeographing, Letter Press and Carbon Copying, Filing, Indexing:

Tuition, cash----------$75.00

Telegraphy Course.

Scholarship, (time, four to six months), including Telegraphy (both Railway and Commercial), Railroad Accounting, Western Union Telegraph Co. Rules, Standard Railway rules, Block and Interlocking rules, Messages and Reports for same, Freight and Ticket reports, Station Account Current, Train Orders, Abbreviations, Train Reports, Wire Signals, Spelling, Business Penmanship, Touch Typewriting and Rapid Calculation.

Scholarship ----------$50.00
Three months, cash---------- 35.00
Each month thereafter---------- 10.00

Telegraphy and Stenography Course.

Scholarship, (time, ten to twelve months), including Telegraphy as given in Telegraphy Department, and Stenography as given in Stenographic Department.

Scholarship, cash----------$90.00

University Hospital and Training School

University Hospital and Training School

DARTHULA DUEL, Superintendent, Instructor in Training Department for Nurses.

ANNA MAY LINDELL, Instructor in Bed-side Nursing.

LECTURERS.

S. N. MAYBERRY, M. D.
J. H. BARNES, M. D.
G. A. BOYLE, M. D.
J. W. BAKER, M. D.
W. H. McKENZIE, M. D.
W. M. JONES, M. D.
JULIAN FIELDS, M. D.
L. W. COTTON, M. D.
C. E. THOMPSON, M. D.
J. W. FRANCISCO, M. D.
E. A. MAYBERRY, M. D.

For six years we have been running in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year course.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can

certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of training nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and to-day we are proud to say that Phillips University has one of the best hospitals and training schools in the State.

Training Department.

A regular course of lectures on all branches required by the state law are given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, between 18 and 28 years of age, have common school education plus one year in high school or the equivalent, and good moral character. At the end of sixty days'

probation, if applicant is wholly unfit for this vocation she will not be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance.—The hospital has two good ambulances, besides an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train.

Every one who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information address.

S. N. MAYBERRY, Enid, Oklahoma.

General Information

General Information

1.—Examinations.

All students are required to take the examinations or tests that come during the last week or ten days of each semester, and those who get 75 per cent as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet deans and principals must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of his dean or principal.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But two additional hours may be taken by strong students who have had good preparation. Not more than eighteen hours can be taken without the consent of classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examina-

tion in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning of good standing. When such grades or statements are not available the student may receive entrance examinations. No college credit will be allowed for work done in High Schools without examinations.

6.—Credits Needed for Classification

For Freshman ranking, 15 High School units.
For Sophomore ranking 31 semester hours.
For Junior ranking, 62 semester hours.
For Senior ranking, 93 semester hours.
For Graduation, 124 semester hours.

7.—Recitation and Study Hours.

Standard Time.

Day Hours—From 8 a. m. to 12 m., and from 1 p. m. to 4 p. m.

Night and Study Hours—Begin at 7:30 p. m., and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other rooms during recitation or study hours. All games on the athletic field are prohibited until after 4 p. m., and on Sunday.

Terms of Admission.

Students coming from other institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the State universities or by the North Central Association of Colleges are entitled to Freshman ranking.

All students entering for the first time must present a complete statement of all work done above the 8th grade, certified by the principal of the school attended, in order that they may be properly classified.

Students must complete the work of the semester or make arrangements that are satisfactory to the professors before taking up the work of a subsequent semester.

8.—Chapel Attendance.

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absences will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's stand'ing. Students should be prompt and regular in attendance, because they owe it to themselves ,their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

The following regulations have been adopted by the faculty:

(a) All absences from recitation reduce the student's final grade for the term.

(b) Unexcused absences reduce the grade 5 per cent for each absence.

(c) Excused absences, not to exceed two consecutive days, reduce the grade ½ per cent for each absence, provided the excuse is obtained before the absences occur.

(d) Other excused absences reduce the grade 1 per cent for each absence.

(e) All absences stand unexcused until work is made up.

(f) Any student absent five times in four consecutive weeks, shall be required to take examination, paying therefor the special fee of $1.00.

(g) Three tardies shall be counted as one absence.

(h) All absences must be explained at the class attendance next after the absence or absences shall have occurred.

(i) Whenever any student has three unexcused absences recorded against him, he should be called before the President for admonition or other such discipline as may seem good to the President, and to give pledge of better conduct in the future.

10.—Diplomas.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

11.—Conditions of Admission.

(1.) The required tuition fee must be paid.

(2) A course of study must be selected with advice and consent of the dean or principal of the school, sufficient for constant and vigorous work.

(3.) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and ma-

tron. They may however, by special permission, room with relatives or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4.) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

12.—Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

Expenses

Tuition and room rent are payable by the term in advance.

TUITION.

Per Semester, Eighteen Weeks.

College of Liberal Arts	$25.00
College of the Bible	12.00
School of Education	25.00
High School	20.00

Fees.

Per Semester, Eighteen Wooks.

Chemistry	$3.00
Zoology	2.00
Botany	2.00
Physics	1.00
Gymnasium	2.00

Diploma Fees.

College of Liberal Arts	$5.00
College of Fine Arts	5.00
Training School for Nurses	5.00
College of Business	3.00
University High School	3.00
Certificates	2.00

Fees for Transcript of Grades.

Students are given a report of grades, free at the end of each semester. A fee of one dollar will be charged for future transcript of grades.

Special Concessions to Ministeral Students.

1. Ministerial students are charged but $12.00 tuition per semester, for a grade of instruction that otherwise is listed at $25.00. This special concession is limited however to four years. After that time regular tuition will be charged.

2. Notes will be taken from ministerial students covering the difference between the ministerial rate and the tuition in the College of Liberal Arts. These notes will be cancelled if the student enters the ministry at the close of his college course, and remains in the work for three consecutive years.

3. All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is $1.00, paid once a year.

SCHOOL OF FINE ARTS.

Term of Nine Weeks.

(The University semester of eighteen weeks is divided into two terms of nine weeks each.)

PIANO.

With Mr. Navas.

2-30 minute lessons, per week	$36.00
1-30 minute lesson per week	18.00

Class lessons (Three in class.)

1-60 minute lesson per week	12.00

With Miss Fleming.

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	11.25

Class lessons (Three in class).

1-60 minute lesson per week---------- 7.50

With Mrs. Harris.

2-30 minute lessons per week----------$18.00
1-30 minute lesson per week---------- 9.00

With Mr. Sparks.

2-30 minute lessons per week----------$18.00
1-30 minute lesson per week---------- 9.00

With Miss Logan.

2-30 minute lessons per week----------$ 9.00
1-30 minute lesson per week---------- 4.50

VOICE.

With Mr. Harris.

2-30 minute lessons per week----------$27.00
2-20 minute lessons per week---------- 18.00
1-30 minute lesson per week---------- 13.50

Class lessons (Three in class).

1-60 minute lesson per week---------- 9.00

With Mr. Newcomb.

2-30 minute lessons per week----------$18.00
1-30 minute lesson per week---------- 9.00

Class lessons (Three in class).

1-60 minute lesson per week---------- 6.00

VIOLIN.

With Mr. Dyksterhuis.

2-30 minute lessons per week----------$18.00
1-30 minute lesson per week---------- 9.00

Class lessons (Three in class).

1-60 minute lesson per week---------- 6.00

PIPE ORGAN.

With Miss Fleming.

2-30 minute lessons per week----------$27.00
1-30 minute lesson per week---------- 13.50

Class lessons (Three in class).

1-60 minute lesson per week---------- 9.00

THEORY.

Counterpoint, in class----------$6.00
Interpretation, in class---------- 6.00
Composition, in class---------- 5.00
Instrumentation, in class---------- 5.00
Ear Training, in class---------- 5.00
Pedagogy, in class---------- 5.00
Harmony, in class---------- 5.00
Public School Music, in class---------- 5.00
Ensemble ---------- 2.00
Sight Reading---------- 2.00
Use of practice piano, one hour per day---------- 2.50

Instruction is free in all branches not to be found above. Ten per cent reduction is given on theoretical work when more than one study in theory is carried by regular students. Regular students, that is, students carrying full work in any department may carry one literary subject in the University without additional charge.

ORATORY AND EXPRESSION.

Term of 9 weeks.

2-30 minute lessons per week.....$18.00
1-30 minute lesson per week..... 9.00

Class lessons (Three in class).

1-60 minute lesson per week..... 6.00

SCHOOL OF ART.

Term of 9 weeks.

With Maurine Frantz.

Full time (all day) for one term.....$20.00
Two hours a week (private lessons) for one term..... 12.50

Pastel, Water Color, Crayon, Cast Drawing, Cartoon, Illustration, Craft Course.

Class lessons (3 hours each) 2 lessons per week.....$15.00

Normal Art Course.

Class lessons (3 hours each) 5 lessons per week.....$15.00

Ceramics

1 hour a week for one term.....$ 6.50
2 hours a week for one term..... 12.50

History of Art, Artistic Anatomy.

Class lessons (1 hour each) 1 lesson per week.....$5.00

PHILLIPS BUSINESS COLLEGE—RATES OF TUITION.

Payable in Advance.

Business Course.

(For further description and information see pages 133-4-5.)

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Shorthand and Typewriting Course.

Good for full course	$50.00
Two payments, each	27.50
By the month	10.00
Unlimited time	60.00

Full Combination Course.

Scholarship, (time, twelve months) including the two full courses, viz. the Business Course and Shorthand Course, as given above, both in one scholarship $ 90.00
Unlimited time 110.00

Advanced Bookkeeping and Accountants' Course.

Scholarship, cash	$75.00
Unlimited time	90.00

Court Reporters' and Teachers' Course.

Scholarship, cash	$75.00
Unlimited time	90.00

Complete Combination Course.

Scholarship, (time, eighteen months), including the two courses, viz., the complete Business Course and Shorthand Course as given above, both in one scholarship $135.00
Unlimited time 150.00

Pen Art Course.

Scholarship ---------- $50.00
Unlimited time ---------- 60.00

Nine Months Combination Course.

Tuition, cash ---------- $75.00

Telegraphy Course.

Scholarship ---------- $50.00
Or $25.00 cash, and $10.00 each month thereafter until $55.00 is paid..

Telegraphy and Stenography Course.

Scholarship, cash ---------- $90.00

REDUCTIONS.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT.

Rent at Ladies' Hall.

Per Semester.

Rent at Ladies' Hall; one in a room ---------- $30.00
Rent at Ladies' Hall; two in a room, each ---------- 20.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room rent.

The above prices include heat, light and care of Lady Principal.

Occupants furnish their own bedding and linen.

Good rooms can be had by young men in private homes near the University from 75 cents to $1.25 per week.

Meals served in the dining room at the Ladies' Hall to both ladies and gentlemen. Price $2.75 per week.

Room and board in private homes can be had from $4.00 to $5.00 per week.

Some Questions Concerning Expenses Often Asked.

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and schoolroom stationery. Books and stationery are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be requested to furnish their own sheets, pillow cases, blankets and one thick comfort, also towels and napkins. These as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Phillips University than to a state school?

We believe a student who is willing to economize can ge cheaper here than to the average state school. Our cooperative form of boarding saves more than the average cost of tuition and our stadents are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Ladies' Hall.

We require all young ladies from a distance to room in the Ladies' Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole time to the care of the young ladies and when they leave the premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much attention is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment they are apt to get homesick.

3.—Visiting Home.

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires but a short time.

4.—Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to

spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

5.—Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It wil be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1.) The University Farm.

Our Board has secured 160 acres of excellent farming land a short distance from the college campus, and an additional 160 acres adjoining the campus has recently been placed at their disposal. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A number of students will be given a chance to work one or more hours per day, at a modest remuneration.

(2.) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can probably do.

6.—Religious Advantages.

(1.) The Churches of Enid.

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday School because of the large amount of valuable information to be gained.

(2.) Student Volunteer Band.

We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band." During the last session eighteen young men and women were enrolled in the Volunteer Band. They held regular meetings for the purpose of deeping their interest in the work.

(3.) Mission Study Class—Professor Marshall, Instructor—The missionary spirit is very strong in the University. There has been for several years a very large class studying the various fields of foreign missions. This is a permanent feature of the institution. The class is organized in connection with the Y. M. C. A. and Y. W. C. A., and usually enrolls about one hundred and fifty students. The class has been taught from the beginning by Professor Marshall, of the Bible College, formerly missionary to Japan. The class meets every Thursday evening, throughout the entire session.

During 1914-15, the following courses of study will be offered:

1. Unoccupied Mission Fields of Africa and Asia. Text by Zwemer. Lectures, quizzes, and informal discussions are used. First semester, 1 period.

2. The Eemergency in China. Text by Pott. A special study of the present situation in China.
Second semester, 1 period.

Library. A good missionary library is being rapidly built up. It receives substantial additions every year.

Museum. A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan, and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4.) Y. M. C. A. and Y. W. C. A.

The University has provided good quarters for these organizations. Large beautitful rooms have been placed at their disposal for their exclusive use. These rooms are in the new Library Building.

We place a high estimate on the work of the Y. M. C. A., and Y. W. C. A. The Y. M. C. A. and Y. W. C. A. have been organized. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(5.) Ministerial Association.

A ministerial association has been formed composed of students preparing for the ministry. Much can oe accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young woman will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8.—The University Band.

A large band has been organized, and is doing good work. New students who own instruments are requested to bring them when they enter the University next fall. A competent instructor has been secured and efforts will be made to train a band of not less than thirty pieces to a high standard of efficiency.

9.—Literary Societies.

There are two Literary societies, well organized, and both are doing efficient work: The Periclean, and the Delphian. Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of the students, to promote college spirit and friendship, and to give practical experience in public speaking and general literary work. All students should join one of these societies.

10.—The Slate.

A publication by and for the students of the University is pubished monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

11.—Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is endowed tuition fees in all the schools except the Bible school must necessarily be charged, but they will be made as low as possible.

12.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden

them with many rules but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in the college and in all the schools of the University are under the same general regulations.

13.—Morals.

It is not an uncommon thing for a student, to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

14.—The Aristrocacy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the student's standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

15.—A Word to Teachers.

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that

arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

16.—A Word to Parents.

Oftentimes parents, at the solicitation of their children make requests of us that are very detrimental to the student's progress and standing.

(1.) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2.) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week, and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

17.—A Word to Students.

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1.) Endowment a Necessity.—There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obigation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

(2.) Temporary Endowment.—As a temporary expedient we have been compelled to rely in part upon subscriptions from individuals for current expenses. These subscriptions have been taken in the form of notes payable in five equal annual installments. We have realized several thousand dollars each year from this source. Many of the subscriptions have expired, but we are adding a few new ones each year. We must continue this form of support until our endowment is materially increased.

(3.) Our Permanent Endowment.—We have made some progress in raising a permanent endowment. In the fall of 1909 we took interest bearing notes for permanent endowment to the amount of $50,000. About $15,000 of this was afterwards used in the payment of debts by the request and consent of the donors. In September, 1912 we realized

$25,000 from a bequest of T. W. Phillips, of New Castle, Pa. In November following the family of T. W. Phillips united in a contribution of $50,000 toward our permanent endowment, and at the same time the pledge of R. A. Long's for $25,000 was made available, the conditions of the pledge having been met. $25,000 of the original bonus given by Enid was invested in a ladies' dormitory, which yields us about 6 per cent. on the investment. This gives us a productive endowment of about $160,000.

The committee of the Men and Millions Movement has appropriated $275,000 to Phillips University. The most of this will probably be paid in within two or three years, and will be used exclusively for endowment.

(4.) Help for Our Library.

We invite the attention of our friends of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up. Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

Another opportunity lies in the line of scientific and philosophical apparatus. Will not some friend of science or philosophical study equip one or more of these laboratories?

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2). Adopt the library as your special work.

(3) Establish one or more of the laboratories.

(4.) Erect a building for the High School.

(5.) Adopt the college farm as your special line of benevolence.

(6.) Be one of fifty persons to give $100 per year for five years to equip and support this school.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

What Preachers Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year; preach a sermon on education.

(3.) Send your young people to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of your acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

Register of Students

GRADUATE STUDENTS.

Charlton, Artie L., (A. B., Phillips University, 1913. ----------Oklahoma
Stipp, Frank V., (A. B., University of Illinois, 1913) ----------Illinois
Wellman, Frank, A., (A. B., Phillips University, 1912 A. M., ibid, 1913)----------Colorado

COLLEGE OF LIBERAL ARTS.

SENIORS.

Aikins, Arthur J.----------Oklahoma
Allen, Lloyd,----------Oklahoma
Engle, John G.----------Missouri
Henderson, Agnes----------Oklahoma
Lacy, Lester D.----------Colorado
Layton, D. D.----------Oklahoma
McElroy, Ethel----------Oklahoma
Patterson, Emmett, W.----------Oklahoma
Ratcliffe, William T.----------Nebraska
Reece, William L.----------Missouri
Thornton, Charles----------Oregon
Smith, LeRoy----------Oklahoma
Walker, Ardra----------Missouri
Wallace, Dell----------Oklahoma
Yewell, Malcolm B.----------Texas

JUNIORS.

Engle, N. Ferd----------Kansas
Gordon, Forest----------Oklahoma
Haley, Everett----------Kansas
Marshall, Elma M.----------Oklahoma

McCafferty, Bertha----------Oklahoma
Nelson, Ralph----------Missouri
Shirley, Otto----------Kansas
Thornton, Fern----------Oregon
Wilson, Hugh H.----------Missouri
Wise, LeRoy----------Missouri
Yelderman, Robert----------Tennessee
Young, Maida----------Oklahoma

SOPHOMORES.

Andrews, Hal E.----------Kansas
Beard, Albert----------Oklahoma
Bell, Walter P.----------Texas
Bush, Elizabeth----------Kansas
Charlton, John----------Oklahoma
Gibble, James----------Oklahoma
Harrison, Elzie W.----------Kansas
Hays, Everett----------Oklahoma
Hopkins, Hazel----------Oklahoma
McLaughlin, Thomas----------Oklahoma
Olney, Nell----------Oklahoma
Sater, Archie----------Oklahoma

FRESHMEN.

Albright, Wilda----------Oklahoma
Barley, Samuel H.----------Missouri
Barney, Ennis----------Oklahoma
Beeley, Helen----------Kansas
Chatt, Pearl----------Nebraska
Cleveland, Austin----------Oklahoma
Corbin, Grace----------Kansas
Cullison, May----------Oklahoma
Engle, Maude----------Oklahoma
Ford, Grace----------Oklahoma
Foster, John----------Missouri
Hamm, Ruby Ruth----------Oklahoma
Harmon, Mina----------Oklahoma

Harp, Russell.....Texas
Heaton, Ina.....Oklahoma
Homan, Glenn.....Oklahoma
Jacobs, Vera.....Oklahoma
Jacobs, Violette.....Oklahoma
Jones, Agnes.....Oklahoma
Laux, Blen.....Kansas
Lawrence, Ethel.....Oklahoma
Layton, Byron.....Oklahoma
Logan, Ina.....Oklahoma
Manley, Ruby.....Kansas
Marshall, Russell C.....Kansas
Masters, Edward.....Oklahoma
Munger, Reuben.....Oklahoma
Musser, William.....Oklahoma
Musser, Harry.....Oklahoma
Needham, Justin.....Oklahoma
Page, Claudia.....Ohio
Palmer, William I.....Iowa
Perry, Ralph.....Oklahoma
Ratcliffe, Cleo M.....Nebraska
Russell, Oliver M.....Missouri
Shelton, Edith.....Kansas
Snare, Raymond.....Kansas
Strauss, Arthur.....Kansas
Thies, Herman.....Oklahoma
Thoroughman, Pearl.....Kansas
Vest, Clio.....Oklahoma
Webber, Irl.....Kentucky

MINISTERIAL STUDENTS.

Aikins, Arthur J.....Oklahoma
Andrews, Hal. E.....Kansas
Barley, S. H.....Missouri
Barr, Harry L.....Oklahoma
Bell, Walter P.....Texas
Beard, Albert.....Oklahoma
Bentley, Warren E.....Oklahoma

Brawner, Frances----------Oklahoma
Brooks, Cecil----------Kansas
Covey, Carl V.----------Oklahoma
Engle, N. Ferd----------Oklahoma
Engle, John G.----------Oklahoma
Engle, Maude----------Oklahoma
Foster, John B.----------Missouri
Gardner, Claude C.----------Oklahoma
Gibble, James N.----------Oklahoma
Gibble, Lloyd E.----------Oklahoma
Gilmore, Cyrus M.----------Oklahoma
Gilmore, Elsie----------Oklahoma
Haley, Everett G.----------Kansas
Harmsworth, Chas. F.----------Colorado
Harmon, Mina----------Oklahoma
Harrison, Elzie W.----------Kansas
Harp, Russell----------Missouri
Henderson, Agnes F.----------Oklahoma
Herbert, Calvin----------Oklahoma
Hesser, I. J.----------Oklahoma
Houseman, August J.----------Oklahoma
Jacobs, Violette----------Oklahoma
Jacobs, Vera----------Oklahoma
Lappin, V. Pearl----------Oklahoma
Linn, Glenn----------Kansas
Mast, Harry----------Kansas
Mast, Lester E.----------Kansas
McCray, James W.----------Kansas
Meece, T. J.----------Oklahoma
Mitchum, Robert T.----------Oklahoma
Monsour, Naseef----------Palestine
Needham, Justin----------Oklahoma
Nelson, Ralph W.----------Kansas
Olney, Nell----------Oklahoma
Palmer, W. I.----------Iowa
Perkins, Tom M.----------Oklahoma
Perry, Ralph----------Oklahoma
Pittman, William H.----------Kansas
Ratcliffe, W. T.----------Nebraska

Ratcliffe, Rose.....Nebraska
Rathbun, Edwin R.....Kansas
Reese, William L.....Kansas
Reed, Louis.....Kansas
Releford, Jesse L.....Oklahoma
Russell, Oliver M.....Missouri
Reynolds, Stanley.....Kansas
Smith, L. Roy.....Oklahoma
Shirley, Otto.....Kansas
Sater, A. G.....Oklahoma
Smith, Charles J.....Oklahoma
Smyth, Leslie.....Oklahoma
Stearns, W. H.....Oklahoma
Stipp, F. V.....Illinois
Sugg, Everett.....Kansas
Thornton, Charles L.....Oregon
Thornton, Fern.....Oregon
Thompson, Lelia.....Kansas
Turner, J. Walter.....Oklahoma
Tull, Coy W.....Arkansas
Walker, Ardra.....Missouri
Ward, Frank E.....Illinois
Ward, Della.....Illinois
Webber, Irl I.....Kentucky
Wellman, Frank A.....Colorado
Wellman, Kate E.....Colorado
Winsett, John G.....Oklahoma
Winsett, Grace.....Oklahoma
Wise, LeRoy.....Missouri
Wykoff, Hulda Lake.....Kansas
Yelderman, Robert R.....Tennessee
Yewell, Malcolm B.....Texas

HIGH SCHOOL.

SENIORS.

Bentley, Warren E.....Oklahoma
Botts, Nema.....Oklahoma
Burge, Eva.....Oklahoma

Clift, Elsie----------Kansas
Gilmore, Cyrus M.----------Oklahoma
Hanbery, Webster----------Oklahoma
Heck, Jessie----------Oklahoma
Herbert, Clare----------Oklahoma
Howe, Charles----------Oklahoma
Kindred, Alice----------Oklahoma
Logue, Agnes----------Oklahoma
Lounsbury, Lawrence----------Oklahoma
Manley, Page----------Kansas
McMillan, Irma----------Oklahoma
Meece, Thomas J.----------Oklahoma
Perkins, Tom M.----------Oklahoma
Peters, Leone----------Oklahoma
Rathbun, E. R.----------Kansas
Reiter, Rosa----------California
Smith, Chas.----------Okahoma
Smith, Maudelee----------Kansas
Smith, Geo. L.----------Oklahoma
Sugg, Everett----------Kansas
Watkins, Marie----------Oklahoma
Wright, Blanche----------Kansas
Wykoff, Hulda Lake----------Kansas
Young, Earl----------Oklahoma

JUNIORS.

Beeley, Ralph----------Kansas
Black, Oliver S.----------Oklahoma
Boyer, Ray L.----------Missouri
Brown, Max----------Kansas
Carter, Mary----------Oklahoma
Dalke, C. L.----------Oklahoma
Estell, Gordon----------Oklahoma
Goode, Beulah----------Oklahoma
Griggs, J. D.----------California
Gibble, Lloyd E.----------Oklahoma
Harmsworth, Chas.----------Colorado
Harned, Hazel----------Oklahoma

Howe, Ermyl----------Oklahoma
Hunt, Murrel----------Nebraska
Klopfenstein, Gladys----------Oklahoma
Pemberton, James K.----------Oklahoma
Pool, Vachel----------Oklahoma
Smith, Ila----------Nebraska
Smyth, Leslie----------Oklahoma
Turner, J. Walter----------Oklahoma
Whitmire, Lemore----------Oklahoma
Wright, Majel----------Kansas

SOPHOMORES.

Botts, Adolph----------Oklahoma
Dugan, Bertha----------Oklahoma
Enos, Eliza----------Oklahoma
Fowler, Lela----------Oklahoma
Gardner, Claude C.----------Oklahoma
Gilmore, Nancy----------Oklahoma
Hawkins, Bertie----------Arkansas
Herbert, Calvin----------Oklahoma
Knight, Claude----------Oklahoma
Lawrence, Carl ----------Oklahoma
Mast, Lester E.----------Kansas
Thompson, Lelia----------Kansas
Ward, Frank E.----------Illinois
Wolfe, Eugene----------Oklahoma

FRESHMEN.

Archer, W. E. ----------Kansas
Barr, Harry L.----------Oklahoma
Beeley, Josie----------Kansas
Blanchard, Gertrude----------Oklahoma
Childers, Ruth----------Oklahoma
Covey, Carl V.----------Oklahoma
Dyche, Lucille----------Oklahoma
Goodwill, Opal----------Oklahoma
Harris, Edgar----------Missouri

Hesser, I. J.----------Oklahoma
Hudson, Idris----------Kansas
Hunt, Lucille----------Nebraska
Linn, Glenn----------Kansas
McCray, James W.----------Kansas
Martin, Frank----------Kansas
Mast, Harry----------Kansas
Monnett, Rachel----------Oklahoma
Pitts, Ralph R.----------Oklahoma
Pittman, William H.----------Kansas
Poole, Edna----------Illinois
Ratcliffe, Wilma----------Nebraska
Reed, Louis----------Kansas
Releford, Jesse L.----------Oklahoma
Staggers, Farnum----------Oklahoma
Staggers, Helen----------Oklahoma
Valtr, Stella----------Oklahoma
Whitmire, Samuel----------Oklahoma
Winsett, John G.----------Oklahoma

UNCLASSIFIED.

Brawner, Frances----------Oklahoma
Houseman, August J.----------Oklahoma
Kennedy, Walter----------Oklahoma
Mayberry, Ruth Ann----------Oklahoma
Mitchum, Robert T.----------Oklahoma
Monsour, Naseef----------Palestine
Stearns, W. H.----------Oklahoma
Tull, Coy W.----------Arkansas
Ward, Della----------Illinois

COLLEGE OF FINE ARTS.

MUSIC.

Albright, Wilda----------Oklahoma
Allen, Genevieve----------Oklahoma
Allen, Lloyd----------Oklahoma
Bacon, Edgar S.----------Oklahoma
Brenner, Lillie----------Oklahoma

Baldwin, Ruth----------Oklahoma
Beck, Doris, R.----------Oklahoma
Beerbower, Louise----------Oklahoma
Benton, Martha----------Oklahoma
Bird, Joe----------Oklhaoma
Bird, Lottabel----------Oklahoma
Botts, Nema----------Oklahoma
Bowers, Helen Louise----------Oklahoma
Boyle, Claire----------Oklahoma
Brooks, Laura----------Oklahoma
Brooks, Cecil----------Kansas
Brown, Homer----------Oklahoma
Brown, Carl R.----------Kansas
Bumstead, Alurta----------Oklahoma
Burge, Eva----------Oklahoma
Campbell, Bernice----------Oklahoma
Carl, Grace----------Oklahoma
Carrier, Darl----------Oklahoma
Chandler, Anelle----------Oklahoma
Chappel, Delos----------Oklahoma
Childers, Ruth----------Oklahoma
Clairborne, Frederick----------Oklahoma
Cleveland, Austin C.----------Oklahoma
Clift, Elsie----------Kansas
Collar, Ruth----------Oklahoma
Collar, Edna----------Oklahoma
Cook, Elvira----------Oklahoma
Copas, T. A.----------Missouri
Corry, Rose----------Oklahoma
Cotton, Doyle----------Oklahoma
Cotton, Lily----------Kansas
Courter, Glenn----------Oklahoma
Courter, Mabel----------Oklahoma
Courter, Cecil----------Oklahoma
Curtis, Gertrude----------Oklahoma
Curran, Katherine----------Oklahoma
Davis, Lena B.----------Oklahoma
Davis, Ruth----------Oklahoma
Dessauer, Leah----------Oklahoma

Dodd, Ernestine----------Oklahoma
Drummond, Bessie----------Oklahoma
Druley, Theresa----------Oklahoma
Dunworth, Neva----------Oklahoma
Eberly, Una----------Oklahoma
Edwards, Julia----------Oklahoma
Eisiminger, Clare----------Oklahoma
Emerick, Ruth Helen----------Oklahoma
Engle, Maude----------Oklahoma
Evans, Secoy----------Oklahoma
Evans, Valaria----------Oklahoma
Evans, Frances----------Oklahoma
Fleming, Pauline----------Oklahoma
Fleming, Esther Lee----------Oklahoma
Ford, Grace----------Oklahoma
Foster, (Mrs.) H. M.----------Oklahoma
Fowler, Lela----------Oklahoma
Frantz, Jeannette----------Oklahoma
Gensman, Ethel----------Oklahoma
Gilson, Grace----------Oklahoma
Gilmore, Nancy----------Oklahoma
Gilmore, Elsie----------Oklahoma
Godschalk, Harold----------Oklahoma
Goode, Beulah----------Oklahoma
Griggs, J. D.----------California
Grubbs, Marie Olive----------Oklahoma
Hall, Myrtle----------Oklahoma
Hamilton, Elva----------Oklahoma
Harbour, Olnee----------Oklahoma
Harp, Angelica----------Oklahoma
Hawkins, Bertie----------Arkansas
Heck, Orleva----------Oklahoma
Herbert, Clare----------Oklahoma
Herzberg, Faye----------Oklahoma
Herzberg, Leroy----------Oklahoma
Hill, Blanche----------Oklahoma
Hills, Florence E.----------Oklahoma
Hilst, Wm.----------Oklahoma
Hooker, Geo. F.----------Oklahoma

Harris, Idabel----------Oklahoma
Horton, E. E.----------Oklahoma
Howe, Ermyl----------Oklahoma
Hoyt, Louisa----------Oklahoma
Hynds, Mary Belle----------Oklahoma
Isbell, Ida----------Oklahoma
Jacobs, Violette----------Oklahoma
James, William E.----------Oklahoma
Johnson, Adelene----------Oklahoma
Johnson, Marguerite----------Oklahoma
Jones, Nelle----------Oklahoma
Jones, Una----------Tennessee
Jones, Agnes Joice----------Oklahoma
Kendall, (Mrs.) W. L.----------Oklahoma
Kennedy, (Mrs.) Richard----------Oklahoma
Kester, Sadie----------Oklahoma
Kern, Nellie Marie----------Oklahoma
Klein, Elinor----------Okahoma
Lamerton, (Mrs.) Wm. E.----------Oklahoma
Laux, Blen----------Kansas
Letson, Lucile----------Oklahoma
Letson, Frances----------Oklahoma
Lewis, Carrie E.----------Oklahoma
Logan, Ina----------Oklahoma
Mahoney, Mary G.----------Oklahoma
Marshall, Elma----------Oklahoma
Marquis, Mae----------Oklahoma
Mayberry, Ruth----------Oklahoma
McCaughey, Loraine----------Oklahoma
McCafferty, Bertha----------Oklahoma
McKeever, Mary----------Oklahoma
Miller, Verda----------Oklahoma
Miller, Geraldine----------Oklahoma
Minton, Virginia----------Oklahoma
Monnett, Rachel----------Oklahoma
Moore, Tina----------Oklahoma
Morgan, Daisy M.----------Oklahoma
Mosher, Mary----------Oklahoma
Moxley, Margory Edith----------Oklahoma
Newcomb, Claude R.----------Illinois

Nolan, Gertrude----------Oklahoma
Oliver, Noble----------Oklahoma
O'Mealey, Evelyn----------Oklahoma
Parker, Mary----------Oklahoma
Page, Claudia Z.----------Ohio
Peck, Mary----------Oklahoma
Pemberton, James K.----------Oklahoma
Ploof, Arthur----------Oklahoma
Porter, V. T.----------Oklahoma
Randels, Ora----------Oklahoma
Randolph, Mabel----------Oklahoma
Randolph (Mrs.) C. F.----------Oklahoma
Rarey, Helen----------Oklahoma
Reger, Nelle----------Oklahoma
Reger, O'Deysa----------Oklahoma
Reiter, Rosa----------California
Reynolds, Wilma----------Oklahoma
Reynolds, Stanley----------Oklahoma
Richards, Roy----------Oklahoma
Robinson, May----------Oklahoma
Robinson, Kenneth----------Oklahoma
Sale, Athea----------Oklahoma
Scarff, Josephine----------Oklahoma
Schmidt, P. A.----------Oklahoma
Schmidt, J. A.----------Oklahoma
Simons, Mary E.----------Oklahoma
Smyth, Leslie----------Oklahoma
Smart, Wm.----------Oklahoma
Smith, Shirley----------Oklahoma
Shaklee, Nellie----------Oklahoma
Smith, Betty----------Oklahoma
Staggers, Helen----------Oklahoma
Staggers, Farum----------Oklahoma
Steen, (Mrs.) J. W.----------Oklahoma
Stephenson, Adah----------Oklahoma
Stoalbarger, Opal----------Oklahoma
Strickler, Genevieve----------Oklahoma
Swisher, Pearl----------Oklahoma
Thomas, W. Merle----------Oklahoma
Thompson, Mary----------Oklahoma

Thompson, Stella----------Oklahoma
Thompson, Julia M.----------Oklahoma
Todd, Virginia----------Oklahoma
Tooley, Hattie----------Oklahoma
Thoroughman, Pearl----------Oklahoma
Thurman, Faye Adalene----------Oklahoma
Valtr, Stella,----------Oklahoma
Voth, Helen----------Oklahoma
Vest, Clio----------Oklahoma
Van Cleave, Edna----------Oklahoma
Ward, Della----------Illinois
Wessels, Keniss----------Oklahoma
Wessels, Esther Vida----------Oklahoma
Westenhaver, (Mrs.) E. H.----------Oklahoma
Whitmire, Lenore----------Oklahoma
Whitney, Clyde----------Oklahoma
Williams, Ruth----------Kansas
Williams, Margaret----------Oklahoma
Williams, (Mrs.) G. C.----------Oklahoma
Wood, Cora----------Oklahoma
Wright, Majel----------Kansas
Young, W. Earl----------Oklahoma
Ziegler, Mayme----------Oklahoma

PAINTING, ETC.

Albright, Wilda----------Oklahoma
Allen, Genevieve----------Oklahoma
Bundy, Mildred R.----------Oklahoma
Bush, Elizabeth ----------Kansas
Champlin, Marie----------Oklahoma
Cogdal, Frances----------Oklahoma
Davis, Myrtle----------Oklahoma
Eisiminger, Clare----------Oklahoma
Goulding, Nannie L.----------Oklahoma
Harris, Mae----------Oklahoma
Heck, Orleva----------Oklahoma
Hesser, Milton----------Oklahoma
Hobs, Helen----------Oklahoma

Horne, Geo. F.----------Oklahoma
Horne, Sam H.----------Oklahoma
Jones, Una----------Tennessee
Justice S. Love----------Oklahoma
Lang, Maude----------Oklahoma
Lytle, Iva----------Oklahoma
Manley, Ruby----------Kansas
Martin, Emma----------Oklahoma
Marquis, Della----------Oklahoma
McCaughey, Loraine----------Oklahoma
McGeorge, Alice----------Oklahoma
McCord, Mary----------Oklahoma
Nicholson, Grace----------Oklahoma
Noble, Oliver----------Oklahoma
Rusmisel, Pearl----------Oklahoma
Sawyer, Jessie----------Oklahoma
Sherman, Lillie----------Oklahoma
Strickler, Jessie----------Oklahoma
Strode, Albert----------Oklahoma
Stukenbraker, Mabel----------Missouri
Taylor, Lucy----------Oklahoma
Thompson, Bertha----------Oklahoma
Vanderwork, Melvia Ethel----------Oklahoma
Wellman, Victor E.----------Colorado
Williams, Grace----------Oklahoma
Wood, Cora----------Oklahoma
Wright, Blanche----------Kansas

ORATORY.

Beard, Albert----------Oklahoma
Beeley, Josie----------Kansas
Engle, J. G.----------Oklahoma
Foster, Ruth----------Oklahoma
Gensman, Faye----------Oklahoma
Hays, Everett----------Oklahoma
Hudson, Idris----------Kansas
Irwin, Halsey----------Oklahoma
Lumpkin, Gladys----------Oklahoma

McCafferty, Bertha----------Oklahoma
Munger, Reuben----------Oklahoma
Nelson, Ralph W.----------Kansas
Olney, Nell----------Oklahoma
Peck, Mary----------Oklahoma
Pool, Edna----------Illinois
Thomas, W. Merle----------Oklahoma
Young, W. Earl----------Oklahoma
Ziegler, Wm.----------Oklahoma

BUSINESS COLLEGE.

Anderson, Russell----------Oklahoma
Ahsmush, Laura----------Oklahoma
Bryan, Fred J.----------Oklahoma
Blattler, Orlyn----------Oklahoma
Broady, Eula----------Oklahoma
Bircher, Mary----------Oklahoma
Bell, Margaret Jane----------Oklahoma
Bodenheimer, Stella Katherine----------Oklahoma
Buzzard, Duffie----------Oklahoma
Biggs, Lena----------Oklahoma
Biggs, Gladys----------Oklahoma
Butts, Orville Lavern----------Oklahoma
Cowley, Luella Jane----------Missouri
Cressler, Elma Elsie----------Oklahoma
Cotton, Clyde C.----------Oklahoma
Craig, Roy James----------Oklahoma
Cline, Orville ----------Oklahoma
Chappel, H. E. ----------Oklahoma
Cowan, Gladys ----------Oklahoma
Clampitt, Mrs. Anna V.----------Oklahoma
Dillon, Victor H.----------Oklahoma
Duff, Norman R. ----------Oklahoma
Daniel, Earle----------Oklahoma
Davis, Irl, L.----------Oklahoma
Davis, Warren Elmo----------Okahoma
Dunlap, Gladys Effie----------Oklahoma
Dunlap, Nellie B. ----------Oklahoma

Dye, James Henry ---------- Oklahoma
Evans, Earl J. ---------- Oklahoma
Fink, Ruth Imogene ---------- Oklahoma
Frick, Ruth F. L. ---------- Oklahoma
Funk, Isabel ---------- Oklahoma
Gentry, G. L. ---------- Oklahoma
Gallegly, Ivah A. ---------- Oklahoma
Gardner, Leslie ---------- Oklahoma
Grim, Roscoe ---------- Oklahoma
Gist, Jessie M. ---------- Kansas
Gist, Manfred DeLong ---------- Oklahoma
Gosney, Flo ---------- Oklahoma
Henry, Paul P. ---------- Oklahoma
Hill, Warren A. ---------- Oklahoma
Hinchee, George ---------- Oklahoma
Herrin, Alonzo Earl ---------- Oklahoma
Herrin, John E. ---------- Oklahoma
Hornbeck, Straumer Sidney ---------- Oklahoma
Hinds, Carrie ---------- Oklahoma
Johnson, Josephine ---------- Oklahoma
Jeffries, Marjorie ---------- Oklahoma
Johnson, Josephine Bertha ---------- Oklahoma
Johnson, Effie ---------- Oklahoma
Kennedy, Lloyd Lawrence ---------- Oklahoma
Kamp, Will ---------- Oklahoma
Kimmell, Ruth ---------- Oklahoma
Knower, Kenneth K. ---------- Oklahoma
Kapka, B. F. ---------- Oklahoma
Lewis, Carrie E. ---------- Oklahoma
Leeka, William Virgil ---------- Oklahoma
Lauback, Solomon H. ---------- Oklahoma
Lovette, Orval C. ---------- Oklahoma
Lowe, Bob ---------- Oklahoma
Looper, W. Guy ---------- Oklahoma
Moore, Madie H. ---------- Oklahoma
Mason, Frank Claris ---------- Oklahoma
McQuiston, Earl Dee ---------- Oklahoma
Murrow, Harry E. ---------- Oklaohma
Mayberry, Everet L. ---------- Oklahoma

Mayberry, Ethel----------Oklahoma
Miller, Theodore----------Oklahoma
Mullikin, LaVera----------Oklahoma
Nichols, Edwina----------Oklahoma
Olds, Vera Zoe----------Oklahoma
Plageman, Lillian M.----------Oklahoma
Parker, Hattie----------Oklahoma
Ploof, Fred S.----------Oklahoma
Powell, Wilmer Elvus----------Oklahoma
Radford, Mabel----------Oklahoma
Reed, William Collins----------Oklahoma
Raines, Walter R.----------Oklahoma
Rexter, Belle----------Oklahoma
Ritter, Robert----------Oklahoma
Ryan, Marguerite----------Oklahoma
Rogers, Esther----------Oklahoma
Rainey, Aneita Blanche----------Oklahoma
Stevenson, Nelson----------Oklahoma
Shepherd, George William----------Oklahoma
Stucker, Oscar----------Oklahoma
Sapp, Floyd----------Oklahoma
Shepherd, Mary Ella----------Oklahoma
Shaklee, Clifford B.----------Oklahoma
Schueneman, Alice Willamine----------Kansas
Scifres, Roger Liman----------Oklahoma
Smith, Lelia C.----------Missouri
Smith, Lucille Elizabeth----------Oklahoma
Taggart, Floyd Edward----------Oklahoma
Turner, Muriel----------Oklahoma
Thompson, Mrs. Dixie----------Oklahoma
Unruh, Amelia Faye----------Oklahoma
Vollmer, Otto----------Oklahoma
West, F. Otto----------Oklahoma
Williams, Burr----------Oklahoma
Wilson, Fred----------Oklahoma
Wilson, Kitty E.----------Oklahoma
Whitlow, Edward P.----------Oklahoma
Williams, Ray----------Oklahoma
Williams, Ray E.----------Oklahoma

Weaver, Kenet_____Oklahoma
Walter, Emma_____Oklahoma
Wilver, Clara K._____Oklahoma
Young, Chester_____Oklahoma
Zoellner, Roy_____Oklahoma

SCHOOL OF TRAINED NURSES.

Baxter, Ruth_____Oklahoma
Johnston, Leda_____Oklahoma
Mylar, Madge_____Oklahoma
Shields, Mary_____Oklahoma
Woodworth, Marie_____Oklahoma

SUMMARY.

Graduate Students		3
College of Liberal Arts		84
Ministerial Students		79
High School		91
Unclassified		9
College of Fine Arts:—		
Music	177	
Oratory	18	
Art	40	
Total College of Fine Arts		235
College of Business		110
School of Trained Nurses		5
Total Number of Matriculates		642
Total Number of Different Students		508

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